

**Factor Affecting Students Selection Process of
“Secondary Education Stipend Program”**

-A Case Study in Joypurhat Sadar Upazila.

A Dissertation

By

Md. Rashed Khan



BRAC INSTITUTE OF GOVERNANCE AND DEVELOPMENT (BIGD)

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ID NO. 13372012

MAGD 5th Batch

**In Partial Fulfillment of the Requirement for the Degree of MA in
Governance and Development**



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December, 2014

DECLARATION

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Students who are struggling to continue their study.

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ABSTRACT

Education is the foundation of any nation. It is necessary for all. This is simply because an individual that is not educated cannot be active in the society. Education creates awareness as it regenerate the way of thinking of an individual. S/he understands what and how to do in order to enhance good living. Secondary schools are vested with the responsibility of imparting knowledge, skills and attitudes essential for individuals to fit into society for development. But secondary school enrollment rates in the developing countries are usually low, especially in rural areas. To increase girls enrolment by subsidize secondary education in rural area Female Secondary Stipend Program(SESP) began as an experiment in 1982 by a local NGO in a single upazila. Bangladesh government launched a nation-wide stipend program for girls in secondary school in January 1994 with support from development partner. From 2009 the priority of SESP goes to poor student. Government decided to provide stipend to male student along with female student. The main purpose of this program is to retain poor student into school and built them as an active work force of development.

The main objective of this study is to describe the Secondary Education Stipend Program and its recipients and to identify the factor that has influence on selection process of stipend and analyze the relationship between the factors. Both the primary and the secondary data have been used in this study. The primary data has been collected through questionnaire survey. The secondary data has been collected from various published documents in the form of books, manual, journals, newspapers, research reports, and internet. Two categories of respondents have been considered for this research, i.e. the stipend selection committee member and the stipend recipients. The total number of respondents is 95. Among them, 55 respondents are from the selection committee member category, and 40 respondents are from the stipend recipient category. Both male and female respondent are considered. In this study, the obtained data has been analyzed through quantitative method by using statistical tools like SPSS, MS-Excel, and other arithmetic methods of data analysis that are available and viable. In some cases, to present findings of the data, graphics manner have been used with the aid of charts and tabulation presentation.

The present study deals with the student selection process for stipend. It includes both selection criteria that were fixed by the project authority and the external factor. Selection criteria include variables like parents land, parents yearly income, child of vulnerable groups, child of insolvent freedom fighter, child of disable parents, victim of river erosion/houseless and insolvent family's child, child of low income labor etc. However, it is believed that there are some external factors like political interference, corruption of school teacher, power misuse by SMC member, power misuse by selection committee member, negative influence of high official, negative pressure of local elite, elected person; information hided by parent; sex of student, and number of child in a school etc. have influence on the selection process. This study has made a number of findings to examine the selection process. About half of the respondent of this study are satisfied with the existing selection process. As a whole the program is successful. It brings positive impact on the secondary level education especially on female secondary education of this country.

The external factors which we preset for this study mostly do not have any influence on the selection process. Number of child in a school and Sex of the student, these two factors have relatively significant influence on the selection process. But these two factors are not too negative to project objectives. Only information hided by parents may have negative impact on the success of projects. It indicates that the influence of the external factors on selection process is low and overall selection process is good. Selection committee member uses the selection criteria fairly. Most of the selection criteria have positive relationship with the performance of the program. Some factors are positively correlated with the other factors.

With these relatively positive findings, our collected data also shows that the school teacher inflated students result and attendance to fulfill the stipend quota. Most of the parents have more than 30,000 taka yearly income, that's why selection committee member put less emphasis on this criterion. These types of weak point are existed in the selection process. Moreover, the selection process is not easy and understandable to all members. On the basis of the above-mentioned findings, this study has made a number of recommendations to get rid of this situation, thus create equality selection process and increase literacy level and active work force for development of Bangladesh.

CONTENTS

| | |
|------------------|---------|
| Declaration | i |
| Dedication | ii |
| Acknowledgment | iii |
| Abstract | iv-v |
| Contents | vi-viii |
| List of Tables | ix |
| List of Figures | x |
| List of Acronyms | xii |

CHAPTER 1: INTRODUCTION

| | |
|--|---|
| 1.1. Background of the Study | 1 |
| 1.2 Objectives of the Study | 4 |
| 1.3 Rationale of the Study | 4 |
| 1.4 Research Question: | 5 |
| 1.5 The Scope and Limitation of the Study: | 5 |
| 1.6 Methodology | 6 |
| 1.7 Outline of the Study | 6 |

CHAPTER 2: Secondary Education Stipend Program

| | |
|--|----|
| 2.1 Background | 8 |
| 2.2. Major Projects to Improve Secondary Education | 12 |
| 2.3 Major Objectives and Working Area of Secondary Education Stipend Program | 15 |
| 2.4 Selection Procedure for Stipend | 15 |
| 2.5 Performance of the Secondary Education Stipend Program | 17 |
| 2.6 Problems to Implement Secondary Education Stipend Programs | 20 |
| 2.3 Conceptual Framework. | 23 |

CHAPTER 3: Research Methodology

| | |
|---------------------|----|
| 3.1 Research Method | 25 |
| 3.2 The Study Area | 25 |

| | |
|---|----|
| 3.3 Source of Data | 25 |
| 3.4 Sample Design | 26 |
| 3.5 Quantity of Data/ Sample Size | 26 |
| 3.6 Tools and Techniques of Data Collection | 26 |
| 3.6.1 Questionnaire Development | 27 |
| 3.7 Data Analysis | 27 |
| 3.8 Report Preparation and Presentation | 28 |

CHAPTER 4: Analysis and Discussions

| | |
|--|----|
| 4.1 Respondents' Particulars | 29 |
| 4.1.1 Demographic Information | 29 |
| 4.1.2 Educational Qualification of the Respondents | 31 |
| 4.1.3 Parents Occupation | 31 |
| 4.2 Selection Criteria | 32 |
| 4.3 Influence of External Factors | 32 |
| 4.3.1 Political Interference | 33 |
| 4.3.2 Corruption/ Partiality of School Teacher | 33 |
| 4.3.3 Power Misuse by School Management Committee Member | 34 |
| 4.3.4 Influence of High Official | 34 |
| 4.3.5 Influence of Local Elites | 35 |
| 4.3.6 Information Hided by Parent | 35 |
| 4.3.7 Sex of Student (Male/Female) | 36 |
| 4.3.8 Influence of Union/ Municipality Chairman | 36 |
| 4.3.9 Influence of Upazila Chairman/Vice Chairman | 37 |
| 4.3.10 Power Misused by Selection Committee Member | 37 |
| 4.3.11 Relationship with Student | 38 |
| 4.3.12 Number of Children in a School | 38 |
| 4.4 Cross Checking Respondent's Information | 39 |
| 4.4.1 Parents Land | 39 |
| 4.4.2 Parents Yearly Income | 39 |
| 4.4.3 Students Disabilities | 41 |
| 4.4.4 Result of Student | 41 |
| 4.4.5 Attendance | 42 |

| | |
|--|----|
| 4.4.6 Remain Unmarried | 44 |
| 4.4.6 Political Interference | 45 |
| 4.4.7 Role of SMC Member to Prepare Stipend List: | 45 |
| 4.4.8 Procedure to Distribute Stipend Among Male and Female | 46 |
| 4.5. Response about Selection Process | 47 |
| 4.5.1 Selection Process is Easy and Understandable | 47 |
| 4.5.2 Influence of External Factors | 48 |
| 4.6.1 Relationship among Selection Process and Selection Criteria | 49 |
| 4.6.2 Relationship among Influence of External Factors and Influence Level | 50 |
| 4.6.3 Relationship among Selection Process and External Factors | 52 |
| 4.6.4 Significant Influence of External Factors | 54 |
| 4.7 Discussion | 55 |
| CHAPTER 5: Conclusion and Recommendations | |
| 5.1 Conclusion | 57 |
| 5.2 Recommendations | 58 |
| | 60 |
| Bibliography | |
| Appendix | 61 |

LIST OF TABLES

| | | |
|------------|---|----|
| Table 2.1: | Ongoing Projects under Department of Secondary and Higher Education | 12 |
| Table 2.2: | Enrolment Rate at Secondary Level in School, 1970-2012 | 17 |
| Table 2.3: | Results of Secondary School Certificate (S.S.C) 1980-2014 | 18 |
| Table 2.4: | Adult and Youth Literacy Rates in Bangladesh | 20 |
| Table: 4.1 | Relationship among Selection process and Selection Criteria | 49 |
| Table: 4.2 | Relationship among Influence of External Factors and Level of Influence | 51 |
| Table: 4.3 | Relationship among Selection Process and Influence of External Factors. | 53 |
| Table: 4.4 | Significance Influence Level of External Factors | 54 |

LIST OF FIGURES

| | | |
|----------------|--|----|
| Figure: 4.1.1 | Sex of the Respondent (Selection Committee member) | 30 |
| Figure: 4.1.2 | Class of the Student | 30 |
| Figure 4.1.3 | Sex of the Respondent (Student) | 30 |
| Figure 4.1.4 | Educational Qualifications of the Respondents | 31 |
| Figure: 4.1.5 | Respondents (Students) Parents Occupation | 31 |
| Figure 4.2 | Emphasizing Selection Criteria | 32 |
| Figure 4.3.1 | Political Interference | 33 |
| Figure 4.3.2 | Corruption/Partiality of School Teacher | 33 |
| Figure 4.3.3 | Power Misused by SMC Member | 34 |
| Figure 4.3.4 | Influence of High Official | 34 |
| Figure 4.3.5 | Influence of Local Elites | 35 |
| Figure: 4.3.6 | Information Hided by Parents | 35 |
| Figure: 4.3.7 | Sex of Student | 36 |
| Figure: 4.3.8 | Influence of Union/Municipality Chairman | 36 |
| Figure: 4.3.9 | Influence of Upazila chairman/Vice Chairman | 37 |
| Figure: 4.3.10 | Power misuse by Selection Committee Member | 37 |
| Figure: 4.3.11 | Relationship with Student. | 38 |
| Figure: 4.3.12 | Number of Children in a School. | 38 |
| Figure: 4.4.1 | Parents Agricultural Land | 39 |
| Figure: 4.4.2 | Parents Yearly Income | 40 |
| Figure: 4.4.3 | Action when parent provide misleading information about their financial position | 40 |
| Figure: 4.4.4 | Respondents Physical Conditions | 41 |
| Figure: 4.4.5 | Result of Student. | 42 |
| Figure: 4.4.6 | Action when Student Got Less than Required Marks | 42 |
| Figure: 4.4.7 | Fulfillment of Attendance Criterion | 43 |
| Figure: 4.4.8 | Action when Student Missed the Required Attendance | 43 |
| Figure: 4.4.9 | Stipend Recipient's Marital Status | 44 |
| Figure: 4.4.10 | Action when Student Got Married | 44 |
| Figure: 4.4.11 | Role of Politician to Prepare Stipend List | 45 |
| Figure: 4.4.12 | Role of SMC Member to Prepare List | 45 |
| Figure: 4.4.13 | How Student Get Stipend? | 46 |

| | | |
|----------------|--|----|
| Figure: 4.4.14 | Procedure to Distribute Stipend among Male/Female Students | 46 |
| Figure: 4.4.15 | Action when Number of Students is More than Limits | 47 |
| Figure: 4.5.1 | Response about Selection Process | 48 |
| Figure: 4.5.2 | Influence of External Factors | 48 |

LIST OF ACRONYMS

ADB- Asian Development Bank

BACE-Bangladesh Association for Community Education

BANBEIS-Bangladesh Bureau of Educational Information and Statistics

BBS- Bangladesh Bureau of Statistics

BIDS-Bangladesh Institute of Development Studies

BIGD-BRAC Institute OF Governance and Development

BISE - Board of Intermediate and Secondary Education

BMEB- Bangladesh Madrasa Education Board

DSHE- Department of Secondary and Higher Education

FSSP- Female Secondary Stipend Program

FESP-Female Education Stipend Program

HSFSP-Higher Secondary Female Stipend Program

IGS- Institute of Governance Studies

JSC- Junior School Certificate

MAGD- Masters in Governance and Development

MDG- Millennium Development Goal

NGO- Non Government Organization

NORAD-Norwegian Agency for Development Cooperation

SEQAEP- Secondary Education Quality and Access Enhancement Project

SESDP- Secondary Education Sector Development Project

SESP- Secondary Education Stipend Program

NTRCA- Non-Government Teacher Registration and Certification Authority

SMC-School Management Committee

SOM-Stipend Operation Manual

SSC-Stipend Selection Committee

SPSS- Statistical Package for Social Science

TQI-SEP-Teaching Quality Improvement in Secondary Education Project

USAID- United States Agency for International Development

WB- World Bank

CHAPTER-1 Introduction

1. Background of the Study

Bangladesh is developing country with heavy population density. This population can be a resource for its development. Education is the best cost-effective means for increasing human capital, reducing poverty and achieving sustainable economic growth. It is a key determinant for enhancing the productive capacities of individuals and aggregate level of economic development. It allows individuals to develop within their community and country, and enables nation to compete and survive in the global economy. A healthy, educated, efficient and conscious population is a pre-requisite for sustainable development of a country. Considering the importance of education, Government of Bangladesh is committed to enhance the quality of education and also to create opportunity for higher education. The Government has demonstrated strong commitment to education since independence by formulating relevant national policies, strategies and laws, and ratifying relevant conventions and declarations at regional and international levels.

Education System in Bangladesh

Formal education in Bangladesh consists of pre-primary education, primary education (five years), secondary education (seven years), and finally higher education. The level of education after primary education, referred to as secondary education. It is divided into three sub-stages: 1) three years of junior secondary; 2) two years of secondary; and 3) two years of higher secondary. Junior secondary education spread to grade 6 to 8, whereas secondary education and higher education to grade 9 and 10 and grade and 12 respectively. (UNESCO, 2007)

An equivalent level of education is offered in madrasahs (Islamic schools). *Dakhil* offers the educational equivalent of secondary schools, and *Alim* equates with higher secondary. The Government legally recognizes this equivalency, and graduates from madrasahs are given the same opportunity to continue schooling at higher levels.

The secondary school system in Bangladesh is a combination of public-private partnership. Most of the secondary schools are private (95%), government provides 100

percent of teacher basic salaries through subsidies (Source: *BANBEIS*). Private secondary schools are managed by a community based School Management Committee (SMC) with broad local power over school affairs.

Women Education in Bangladesh

Women's education has been a long-term concern of the government of Bangladesh. Even after some mentionable initiatives, literacy rate among the women is lower than the men. Low female education rate is preventing the population from participating fully in development processes and inadequate to achieve sustainable economic growth of the country. Whereas, improving women literacy rate is an important goal of MDG.

In Bangladesh about half of the population is female but literacy rate of female is much lower than that of male. The female literacy rate was inadequate to achieve sustainable economic growth of the country. During the early 1990s, the disparity of access between girls and boys was significant in secondary level. In 1990s, only one third of students enrolled in secondary school were girl. The number of girls completing secondary school was less than half of the number of the boys. The existing system of secondary and post-secondary education for girls faced a lot of obstacles such as poverty, early marriage, religious orthodoxy and their interrelated socio-economic and cultural norms.

Since its independence, Bangladesh has addressed girl's education primarily as a means of readying girls for enlightened motherhood or to enter professions thought to be suited to women. The Qudrat-e-Khuda Education Commission Report (1974) asserted that 'women's education should be such as to be of help to them in their domestic life', and stressed that subjects such as 'child-care, the nursing of the sick, preservation of health, food and nutrition' must be included. It also suggested channeling girls into 'vocations especially suitable to them' such as primary teaching, nursing, and typing.

From the Fourth Five Year plan, Government of Bangladesh has laid special emphasis for overall female education and empowerment of woman. Government has laid special emphasis to raise female literacy rate and to ensure enhanced participation of females at all spheres of national life especially on primary & secondary education and health & family planning. For developing human resources some significant measures were taken

by the government. To enhance literacy rate and improve quality of education in secondary level, Ministry of education has some special programs and projects along with its regular business.

In 1977 a local NGO initiative was started to provide girls who had completed primary school with stipends for secondary school if their parents agreed to delay their marriage. In 1982 by a local NGO (BACE) experimented in a single upazila with USAID financial assistance under the supervision of the Asia Foundation. A second upazila was included in 1984 and several more subsequently, totaling seven by 1992, when NORAD took over support for the program. In 1990, the government decided to expand the program and invited the donor community to participate. Donor participation was necessary, because in that year the government abolished tuition for all girls in junior secondary grades (grade. 6-8). The stipend program continued in the name of FESP from July 1992 to December 1996 as a sub-project under the umbrella of the General Education Project of NORAD. The experience of this pilot project has been described as highly successful, enrollments at that level increased immediately by about 50 percent. On the basis of the above 'success' the Bangladesh government launched in January 1994 a nation-wide stipend program for girls in secondary school (grades 6-10) in all 460 upazilas of the country with support from the World Bank, the Asian Development Bank and NORAD, known as the Female Stipend Program. (Simin Mahmud, July, 2003) The emphasis in the second-generation projects is increasingly on improving the quality of secondary education and on financial sustainability.

The benefit of FSSP was monthly stipends and free tuition to beneficiaries. After successfully completion of pilot program in 1990, it was proposed to extend the stipend program and simultaneously address some of the other issues that constrained the attendance of girls at secondary level. These issues included low public awareness on female education, insufficient infrastructure facilities in schools and few female teachers that acted as role models. This led to the initiation of the Female Secondary School Assistance Project by the GOB in mid-1993. The project was supported by the International Development Association (IDA). Following the success of pilot phase, another project was launched under the Nationwide Female Stipend Project at higher secondary level from July 2002.

Since its independence, Government of Bangladesh put highest priority to enhance literacy rate and allocates major share of its budget. Along with the other initiatives, from 2009 Government decided to provide stipend to male student along with female student. The priority of SESP goes to poor student rather female students only.

1.2 Objectives of the study

Overall Objective:

1. To identify factors that influence selection process of stipend program and measure the level of influence of that factors.

Specific Objectives:

1. To identify the factors that influence selection process of stipend.
2. To analyze the relationship between the factors that affects the selection process of SESP and the overall performance.
3. To give some suggestions for successfully implementation of the stipend program.

1.3 Rationale of the Study

Secondary education is an important tool to achieve development goal, providing opportunities for actively participation in the global knowledge, economy and civic skills. But the educational background of the country is characterized by low enrollment and low school attainment. One of cause for low enrolment was high cost of education at secondary level. Unlike primary education, which is free, secondary education required payment of tuition fees along with other school expenses. Since the independence of Bangladesh all the Government had laid emphasis on education sector. In early 1980s the Female Education Scholarship program had successfully attempted to provide stipends as monetary incentives to girls in secondary school to cover education expenses. Government launched the nationwide Female Stipend Project at secondary level under the four projects from January 1994. As a result, the country has achieved substantial progress in increasing and sustaining net enrolment in schools.

Now the government is targeting to address the very poor boys and girls for ensuring access to secondary education. From 2009 Government started to provide stipend for boys of the poorest families. But, selecting limited number poor student is difficult because, in

rural area most of the parents are poor and people want to get stipend in any way irrespective of their financial position. At present only 40 percent of student (30 percent female and 10 percent male student) of a school receive stipend. A selection committee selects students for stipend on the basis of some criteria fixed by the project authority. There is an option of choice and demand for stipend is higher than the supply. So it is perceived that there are many other factors that have influence on selection process.

Though there are many researches on the subject “impact of stipend program” but almost no attention was given on the factor influencing the selection process. But it is very essential to know that what factor influence the selection process that decreases the performance and efficiency of the program. The lessons and findings of the research may be directly relevant for the Government of Bangladesh especially for the Ministry of Education to take the strategies/policy to resolve the problem and increasing the efficiency of the stipend program. Because of without knowing the root cause of a disease it is impossible to give right medicine by the doctor. In view of the above this study is undertaken to identify/determine the nature and dimensions of “Factor Affecting Students Selection Process of Secondary Education Stipend Program”.

1.4 Research Questions:

In view of the above-mentioned objectives, the following research questions have been raised:

1. Is the selection process of stipend recipients of SESP successful as a whole?
2. What are the factors that affect the selection process of students for stipend?
3. How the selection committee member uses the selection criteria for select student?
4. How external factor influences to select students for stipend?

1.5 The Scope and Limitations of the Study:

Secondary Education Stipend Program is a donor assisted program. The primary objective of this program was to assist student at secondary level and increase literacy rate. According to field demand from 2009 it helps poor male student also. The general perception is that the selection process for stipend is some time influenced by external factors.

This research is focused on to identify all that factors and analyze their influence to select students for stipend. It also analyzes the relationship among the factors. In Bangladesh, so far the availability of research works, it is deemed that there is an ample scope to research more in the field of Education and Human resources development. The Sadar upazila of Joypurhat district is being selected for the study. Joypurhat is a district of the northern area of Bangladesh which achieves a lot in education sector. The intention in selecting the study area has some valid reasons, such as the Joypurhat district as a whole, is a socially conservative area but developed in agriculture. Agrarian economy and strong social tie-up has more opportunity of external influence. Peoples of Joypurhat are intends to hold their female child at home and provide more facilities to boys. Despite of this situation the female student enrolment rate in Joypurhat is satisfactory. So, the selection of the study area deserves strong justification.

This study has been carried out in partial fulfillment of the requirement of the MA degree in Governance and Development under the BRAC University. The scope was limited, and the research was required to be completed within a stipulated and very limited timeframe. The study was based on both primary and secondary data. But due to time and resource constraints it was not possible to collect ample data from whole country; the research has focused on only one upazila. A very few related research paper on the subject area, and scarcity of related academic materials was also a major constraint.

1.6 Methodology

The present study is an attempt to construct a baseline of information and analysis for further research on selection process of stipend program. It is based on both primary and secondary sources data. Primary data were collected from the study area (Sadar Upazila, Joypurhat) and secondary data were collected from published and unpublished research reports and analysis, government documents, and databases and other information from education authorities.

1.7 Outline of the Study

Chapter One (Introduction) provides an introduction to the research study. It covers the background of the study, research objectives, research questions, rationale of the study and

scope and limitation of the study. The structure of the research report is also outlined at the end of this chapter.

Chapter Two (Literature Review) gives an insight view into the existing literature of the research topic. It includes the background of Stipend program in Bangladesh, nature and functions of the program and performance of the program. It also includes the conceptual framework of the research study.

Chapter Three (Research Methodology) presents the methodology of this research study. This chapter explains the research design, process, and data analysis techniques used for this study.

Chapter Four (Analysis and Discussions) shows the analysis of primary data collected through questionnaire survey. It presents the major findings of the study.

Chapter Five (Conclusion and Recommendations) concludes this research study along with a review of the research objectives and recommendations based on the findings in the study for the improvement of existing selection process.

Bibliography:

Chapter-2 Secondary Education Stipend Program

2.1 Background

Bangladesh is a developing country with heavy population density. This population can be the resource of development. Formal education is fundamental for sustainable development. It allows individuals to develop within their community and country, and enables nations to compete and survive in the global economy. Therefore, education stimulates and empowers people to participate in their own development. It is a key determinant for enhancing the productive capacities of individuals and important instrument for poverty reduction.

But the educational background of Bangladesh is characterized by low enrollment and low school attainment. Interrelated economic, social and cultural factors constrain schooling opportunities for girls and even boys, particularly at the secondary level. This problem preventing the population from participating fully in development processes.

Government of Bangladesh has demonstrated strong commitment to education since independence by formulating relevant national policies, strategies and laws, and ratifying relevant conventions and declarations at regional and international levels.

Since independence, government of Bangladesh allocated highest portion of its budget share for education. Bangladesh nationalized its primary education and assists all other level institutions by providing infrastructural and other support and also monthly payment to the teacher of private/affiliated institutions. In 1974 Quadrat-e-Khuda Education Commission Report asserted that education should be such as to be of help to them in their daily life', and it emphasized on technical and vocational education for man and women.

From the fourth five year plan, Government of Bangladesh has laid special emphasis for overall female education and empowerment of woman. For developing human resources some significant measures were taken by the government.

To increase enrolment rate, especially in secondary level and to improve human capital by providing better education, the female secondary school stipend program began as an experiment in 1982 by a local NGO in a single upazila with USAID financial assistance under the supervision of the Asia Foundation.

SESP has been providing support to the secondary age students and secondary level institutions for increasing the enrolment of student and improving the quality of education. Activities of these projects are to increase enrolment rate in school, increasing JSC and SSC pass rate. These projects provide training to the teacher and management committee to improve class room performance. And also deals with infrastructural development of secondary level institutions & curriculum development.

Under the supervision of Department of Secondary and Higher Education a number of projects are running to improve and increase secondary education. Secondary Education Stipend Project (SESP) provides direct assistance to selective secondary level student and Higher Secondary Female Stipend Project (Phase-4) give direct assistance to female student in Higher Secondary level. Another two important project Secondary Education Quality and Access Enhancement Project (SEQAEP) and Secondary Education Sector Development Project (SESDP) works for improving secondary education. Teaching Quality Improvement in Secondary Education Project [TQI-SEP] helps to establish a Non-Government Teacher Registration and Certification Authority (NTRCA) and a Teacher Education Authority for the registration, accreditation and deployment of qualified and competent teachers in non-government secondary schools. Transformation of Existing Non-government Schools in Selected 306 upazila Headquarters works for Transformation of Non-government Secondary Schools into upazila model Schools in Selected upazila headquarters where there is no government school. (*Source: Directorate of Secondary and Higher Education*)

Female Secondary Stipend Program was a donor assisted program. The primary objective of this program was to assist Female Student at secondary level and ensure gender parity. Previously this project provides financial assistance only to the female students. There are several research papers I found, that indicates the performance of FSSP. Most of the report shows that the project increases the female enrolment in secondary school and reduces gender gap.

Nabuhiko Fuwa argued that “The stipend program had a significant positive enrolment impact on female student but negative impact on male student. There by leading significant reduction of the gender gap”. (*Fuwa, 2010*)

Though some researchers argued “there is (limited) evidence that education has had some positive impact on increasing the empowerment of women and girls”. (*Asadullah & NazmulChaudhury, 2006*)

According to field demand the area of stipend program becomes wider. From the year 2009 poor male students are also included into the stipend program. This project aimed to assist poor student to continue their studies.

SESP has some criteria for selecting extremely poor students. These are: a) Parents should have bellow 50 decimal land b) Parents yearly income should below 30,000 taka c) Vulnerable groups (Such as orphan) d) Child of insolvent freedom fighter e) Child of disable parents (such as deaf, dumb physically disable), who has no income ability f) Victim of river erosion/houseless and insolvent families child g) Child of low income labor (such as rickshaw puller, day labor etc.) guardian h) Chronic disables student. About 40 percent students receive stipend, among them 30 percent female students and 10 percent male. Students who a) Attend 75 percent days of the academic year, b) Secure at least 33 percent marks in their exams at grade six and seven or 40 percent / GPA 2.00 at final exam of grade eight or nine and pass test examination in grade ten and c) Remain unmarried up to SSC/ Dakhil examination are eligible for getting stipend. These are the basic criteria for selecting student, but there may be some other externalities which may have some impact to choose student.

A selection committee will responsible for selecting student for stipend. Stipend program have prescribed format to form selection committee. This committee has five members:

1. Female member of School Management Committee (SMC) or substitute.
2. Member of Parent-Teacher Associations (PTA) or substitute.
3. Local female word member or substitute.
4. Head of the Institution.
5. President of School Management Committee (SMC).

Selection committee select student for stipend on the basis of criteria fixed by the authority. But in some time, the selection process of stipend recipient may influenced by some external factors.

“To receive more benefit from stipend program a number of schools also presented fictitious stipend recipients and charge arbitrary fees to their students; some teacher or

head teacher take commissions of Tk. 10 to 30 from the student; at the time of stipend disbursement, fees (such as game fee and examination fee) are collected from the students; some schools may overstate attendance and award inflated grades; Some may also admit to grade 6 girls who failed in grade 5; Several schools were keep two registers, one for the FSSAP (form FSP-3) and one for themselves, while others made corrections to the registers” (*World Bank, June 20, 2003*).

Some time parent’s wealth position hided by them or by influential person. Selection process may influenced by other influential person (elected member, high official, relatives).

Before 2009 all female students were eligible for getting stipend. But from that time only 30 percent female student and 10 percent male student of a class are eligible. These criteria create a problem of choice. Low income countries like Bangladesh, a lot of students are poor. By any means the student and their parents try to get stipend. They requested teacher, SMC member, political leader, local elite, and influential person to include their name in stipend list. To do this, these parties may involve in unfair dealing.

Moreover projects related to Secondary Education Stipend Program faces many administrative problems like political influence in selection process; projects are run by temporary employee, they are not experienced, continuing new project by new employee is challenging; delay in fund disbursement; special interest of school management committee and the very poor parents ware not represented in the committee; limited power by the project implementation unit etc. (*World Bank, June 20, 2003*)

There are many studies regarding impact of Female Secondary Stipend Program on girl’s enrolment. But there is no study I found, which is specifying the factor affecting the selection process of student. Some study slightly touches this issue. Besides the criteria developed by the project authority/ Government, it is assumed that there are some external factors have mentionable influence on selection process. This paper deals with to identify these factors and analyze their relationship with stipend selection process and also analyze the relationship among the factors.

2.2 Major Projects to Improve Secondary Education

Under the supervision of Department of Secondary and Higher Education (DSHE) numbers of projects are running to improve secondary education. The brief overviews of these projects are as follows:

Table 2.1: Ongoing projects under Department of Secondary and Higher Education

| Name of the Project, Duration and Source of Finance | Objectives |
|--|---|
| Secondary Education Sector Development Project (SESDP). | Secondary Education Sector Development Project (SESDP) is being implemented as a continuation and follow up of SESIP which commenced in January, 2007 with a number of sub-sector improvement activities such as strengthening accountability in secondary education management by Policy Support and Project Monitoring and Quality Assurance Unit (PMQAU), Human Resource Management (HRM), enhancing quality of secondary and higher secondary education by reforming the assessment and examination system and improving equity of access to secondary and higher education. |
| Secondary Education Quality and Access Enhancement Project [SEQAEP] | To improve the quality of education particularly, the teaching learning process at the secondary level (grades6-10). To ensure equitable access by providing subversion against tuition fees, stipends and incentives for the poor students at the rural areas and proper conduction of smooth schooling. To strengthen the capacity of school management, monitor and assess teaching-learning outcomes within the scheduled period. To reduce the rate of drop-outs at the secondary level by providing incentives and simultaneously making aware the parents and community people and to provide facilities for ensuring supply of safe drinking water and sanitation facilities. |

| | |
|--|--|
| Secondary Education Stipend Project (SESP) | <p>To increase the enrollment of boys' and girls' in Secondary level institutions through continued financial assistance with the aim of expanding boys' and girls' education. To improve the quality of secondary education. To reduce population growth by motivating the stipend recipient (boys and girls) to refrain from marriage till the completion of Secondary School Certificate Examination/Dakhil Examination. To increase involvement of men and women in socio-economic development activities. To increase self-employment to alleviate poverty. To render special assistances for disabled learners. To establish Upazila Secondary Education offices for three newly included Upazila and strengthen 305 selected Upazila Secondary Education offices with official equipment and accessories.</p> |
| Higher Secondary Female Stipend Project (Phase-4) | <p>To encourage SSC pass Female students from poor families (40% of the total enrolled Female students) to continue their study in Higher Secondary Level (Grades 11 and 12) by providing financial incentives in the form of stipend and allowances and thus bringing the rate of net/gross female enrollment from 43 to 50 percent during the project period (July/08-June/11). To encourage the female students to study science in HSC and in the tertiary levels by providing them with stipend, book allowances and examination fees at an enhanced rate. To reduce the rate of dropouts of the female students who come from poor families and to reduce population growth rate by keeping girl students unmarried up to HSC final examination by providing stipend and other allowances.</p> |
| Teaching Quality Improvement in Secondary Education Project [TQI-SEP] | <p>To help the Government establish a Non-Government Teacher Registration and Certification Authority and a Teacher Education Authority for the registration, accreditation and deployment of qualified and competent teachers in non-government secondary schools. To help the Government in managing and coordinating secondary teachers' training nation-wide and thereby enhance the quality of secondary education. To help to establish an integrated</p> |

| | |
|--|--|
| | <p>national secondary teacher's training network and improve the teacher's training system and thereby contribute to the quality of teaching learning at secondary level. To provide the scope of initial and in-service teacher's training for the teachers serving in government and non-government secondary schools and thereby enhance their professional competency. To increase training access in the under-served and disadvantaged areas and thereby ensure quality teaching. To build upon an appropriate integrated system for linking the Ministry of Education with its stakeholder institutes to raise awareness about their roles and responsibilities and thereby contribute towards educational quality.</p> |
| <p>Transformation of Existing Non-government Schools in Selected 306 upazila Headquarters</p> | <p>Transformation of Non-government Secondary Schools into Upazila Model Schools in Selected Upazila Headquarters where there is no government schools. Improvement of educational quality of the selected non-government schools through developing/creating physical facilities (repair, renovation, extension etc.) and teaching learning aids/opportunities (computer/language labs, science lab rotary, library facility, recruitment of additional teachers and subject-wise teacher training etc.). Enhancement of school Management capacity of the non-government schools through training of the SMC members and Head/Assistant Headmasters. Minimization of the existing wide urban rural differences with respect to educational quality as well as school management capability through demonstration and dissemination of the improved educational management systems to be developed at the selected transformed Model Schools within the entire Upazila through training / workshops / exchange of views among different stakeholders.</p> |

(Source: Directorate of Secondary and Higher Education)

A new program "Secondary Education Sector Investment Program (SESIP)" also started in January 2014 and Secondary Education Stipend Project (SESP) closed in June 2014.

2.3 Objectives and Working Areas of “Secondary Education Stipend Program”.

The Female Secondary Stipend Program was aimed at stimulating a significant increase for girls enrollment in secondary level schools and madrasahs giving emphasis on quality improvement and also reducing the rate of dropout. 460 upazila of the country was in the coverage of that project. Eventually increasing the number of educated women and raising participation of women in economic and social development of the country were also the hidden objective of that project.

Secondary Education Stipend project aimed to increase the enrollment of boys’ and girls’ in secondary level institutions through continued financial assistance with the aim of expanding boys’ and girls’ education and to improve the quality of secondary education.

The specific objectives of these projects are to increase the number of enrollment in secondary level; Organize teacher education and training for qualitative improvement in secondary education; Provide special facilities for poor student’s education; Make institutions attractive for students by providing water and sanitation facilities through community participation; Assist Students to pass their examination so that they become qualified for employment; Provide assistance for poverty alleviation program by enabling the stipend recipient’s to do better in self-employment with the skill they acquire at this level; Improve the status of women in society and reduce gender discrimination; Prevent early marriage; Enable female student to avail higher education; Strengthening institutional capacity; Develop effective management system for secondary education; Enhancing ability and quality of School Management Committee(SMC); Strengthen the capacity for curriculum development; Reforms student assessment and public examination system. *(Source: Directorate of Secondary and Higher Education)*

In order to achieve these goals, stipend program works. It also provides financial assistance to eligible students of class six to twelve. It is hoped that such assistance will encourage more student to enroll and continue their studies.

2.4 Selection Procedure for Stipend

The Secondary Education Stipend Program provides monthly stipend and free tuition to beneficiaries, has been instrumental in raising enrolment rate. At present, under the

supervision of Department of Secondary and Higher Education, four projects are running to improve and enhance secondary education. Secondary Education Sector Investment Program (SESIP) [in the place of Secondary Education Stipend Project (SESP)] and Higher Secondary Female Stipend Project (Phase-4) give direct assistance to poor students. Other two important projects are Secondary Education Quality and Access and Enhancement Projects (SEQAEP) and Secondary Education Sector Development Project (SESDP) that have indirect impact on female education (*source: DSHE website*).

Receiving stipend depends on some basic criteria. The criteria are: a) Parents should have below 50 decimal land b) Parents yearly income should be below 30,000 taka c) Child of vulnerable groups (Such as orphan) d) Child of insolvent freedom fighter e) Child of disabled parents (such as deaf, dumb physically disabled), who has no income ability f) Victim of river erosion/houseless and insolvent families child g) Child of low income labor (such as rickshaw puller, day labor etc.) guardian h) Chronic disabled student. About 40 percent students receive stipend, among them 30 percent female students and 10 percent male. Students should a) Attend 75 percent days of the academic year, b) Secure at least 33 percent marks in their exams at grade six and seven or 40 percent / GPA 2.00 at final exam of grade eight or nine and pass test examination in grade ten and c) Remain unmarried up to SSC/ Dakhil examination to getting stipend. These are the basic criteria for selecting students.

There are some other eligibility criteria for to receive stipends: 1) The students of class six, seven, and eleven are eligible for enrollment in the stipend program. These classes are termed as entry points; 2) But, other than the entry points, a student may also be enrolled in case she/he is transferred from another institution having the same ID and account number in her/his previous institution; 3) Only the unmarried students are eligible to apply for stipend and 4) At the entry points a student is eligible irrespective of her/his past attendance and performance but students who receive stipend in the previous year, repeating in the same class, although at the entry points are not eligible. 5) Students of class ten should have registration number of BISE, BMEB.

There are some criteria of eligibility and obligation for institutions to get stipend and tuition facilities. These are 1) Institution must have academic recognition/permission 2) Institution will not collect any tuition fee from stipend recipients 3) The institution will

restore admission register, attendance register, result sheet of annual and test examination for three years, and examination paper for one year. (Source: stipend operation manual)

There may be some other external factors which have impact on selecting process of SESP's students. Political interference; Corruption of school teacher; Power misuse by SMC member; Power misuse by selection committee member; Influence of high official; Influenced of local elites, elected member; Information hiding by parents; Sex of student; and Number of child in a school, this external factors may have influence on selection process. This study will try to find out what and how these criteria and factors affect selection process of the SESP's students.

2.5 Performance of the Secondary Education Stipend Program

The main objective of FSSAP was reducing gender disparity by increasing enrolment in secondary level. There are many study shows that the project achieves this objective.

According to the "World Bank", female enrollment increased from 33% of the total enrollment in 1991 to 60% in 1998, while overall gross enrollment also doubled from 27% in 1992 to 56% in 1998. The average annual growth rate of female enrolment was 10% between 1985 and 1991; it increased slightly to 13% between 1991 and 1996 and 14% between 1996 and 2012.

The ratio of the number of girls to that of boys enrolling for secondary education reversed, for example the ratio changed from approximately 47:53 in 1994 to 53:47 in 2012. The table below shows the percentage of male and female student enrolled in a year.

Table 2.2: Enrolment Rate at Secondary Level in School, 1970-2012

| Year | All Secondary School | | |
|------|----------------------|--------|--------|
| | Total | Male | Female |
| 1970 | 1352700 | 81.80% | 18.20% |
| 1975 | 1964152 | 74.95% | 25.05% |
| 1981 | 1970075 | 72.98% | 27.02% |
| 1985 | 2266763 | 68.56% | 31.44% |
| 1990 | 2993730 | 66.07% | 33.93% |
| 1995 | 5115461 | 53.03% | 46.97% |
| 2000 | 7646885 | 47.40% | 52.60% |
| 2005 | 7398552 | 47.72% | 52.28% |
| 2009 | 7356793 | 48.49% | 51.61% |
| 2012 | 7937235 | 46.72% | 53.28% |

(Source: BANBAIS)

From this table we can see the upward trend of enrolment female student in secondary level.

“An analysis using both household- and school-level data indicates that the nationwide rural stipend program for girls has had a significant positive impact on the secondary school enrollment of school age girls, and reduced boys’ enrollment in coeducational secondary schools in rural Bangladesh. The school level data shows that, on average, an additional year of stipend program duration increased the female student secondary enrollment of an incoming cohort by as much as 8 percent”. (*Khandker & Mark Pitt and Nobuhiko Fuwa, March 2003*)

“The enrollment of girls has surged ahead of boys by 11 percentage points. Large rural-urban disparities and disparities by socio-economic category of households prevail, both in initial entry and continuing participation for both boys and girls.” (*Ahmed, Ahmed, Islam, & Ahmed*)

The secondary school certificate pass rate for girls receiving the stipend also increased from 39% in 2001 to nearly 63% in 2008, as well as among girls not getting the stipend, from 37% to nearly 55%. Overall pass rate are also increased, after introducing stipend to the boys secondary pass rate remarkably increased.

The table below shows the SSC pass rate from 1980 to 2014.

Table 2.3: Results of Secondary School Certificate (S.S.C) 1980-2014

| Year | % of Pass | |
|------|-----------|--------|
| | Total | Female |
| 1980 | 56.79 | |
| 1985 | 46.58 | |
| 1990 | 31.73 | 30.11 |
| 1995 | 73.20 | 71.58 |
| 2000 | 41.58 | 40.15 |
| 2005 | 52.57 | 49.87 |
| 2008 | 70.81 | 68.90 |
| 2012 | 86.37 | 85.41 |
| 2014 | 91.34 | 90.81 |

(Source: BANBAIS)

The percentage of girls leaving school for reasons of marriage was low, in the range of 1.75 percent to 2 percent (*Darnell, World Bank, 2000*). This substantially reduced the number of young women marrying before the age of 18. It is probable that delay in

marriage due to education may have significantly affected the fertility rates among beneficiaries.

“We find consistent evidence that older siblings' education exerts a significant, and large, impact on younger siblings' education. When we address the endogeneity of education of older siblings, having an older brother rather than older sister, does not have any significant effect on younger siblings' schooling”. (*Begum, Islam, & Smyth, November, 2012*)

Female Secondary Stipend Program not only increased school attainment for girls but also brings them in the labor force and earn higher than both their older and male counterparts. It also helped them to find a job in the formal sector. FSSAP also increase occupational Skills. Many girls engage in various service and self-employment or wage-employment activities like agriculture, poultry, sericulture and sewing.

This positive development has occurred due to some specific public interventions focusing on girl students, such as stipends and exemption of tuition fees for girls in rural areas, and the stipend scheme for girls at the secondary level. Bangladesh has made significant progress in promoting the objectives of ensuring gender equality and empowerment of women. (*Bangladesh country paper on MDG-2012*)

The project introduced mechanisms to encourage direct involvement of both parents and community members in the process through parent-teacher committees to changing community mindsets. In addition, as a part of building water supply and sanitation facilities in schools, ‘user groups’ comprised of students, teachers, and parents were formed in each project school. This group acquires knowledge and skills in operating and maintaining the water supply and sanitation systems, promoting hygiene practices in schools and among the community members.

The project stimulates a positive change in parental attitudes so that the practice of sending girls to secondary school with boys will have gained wider acceptance within local communities.

After starting this project country's adult and youth literacy rate are also increased, for example, in 1981, Adult literacy rate (15 years and above) was 29.23 percent, it increased to 56.78 percent in 2010. That is the literacy rate almost doubled by 30 years. Among other initiatives SESP has positive impact to increase literacy rate. Table 2.4 shows the trend of literacy rate of Bangladesh.

Table 2.4: Adult and Youth Literacy Rates in Bangladesh (in %)

| indicators | 1981 | 1991 | 2001 | 2010 |
|--|-------|-------|-------|-------|
| Adult literacy rate (15 years and above) | 29.23 | 35.32 | 47.49 | 56.78 |
| Female | 17.97 | 25.84 | 40.82 | 52.22 |
| Male | 49.73 | 44.31 | 53.90 | 61.27 |
| Youth literacy rate (15-24 years) | 35.65 | 44.68 | 63.62 | 76.96 |
| Female | 27.15 | 37.99 | 60.26 | 78.50 |
| Male | 44.36 | 51.74 | 67.16 | 75.47 |

Source: BANBAIS, BBS, WB, Adult literacy rate at 2012 of Bangladesh is 57.7%.

Besides this positive impact of FSSAP, different studies found some negative impact also, such as negative enrolment impact on male student, no quality improvement, corruption, misuse of money etc.

Moreover, both enrolment and performance have been much lower at the higher secondary level. These trends suggest that the program has been able to mitigate the direct money costs of sending girls to school, as well as some non-money costs, but that this is not sufficient to mitigate the costs of keeping girls in school or providing an alternative to early marriage. The program has also not been able to meet other costs such as the costs of private tutoring needed to pass examinations. Increased access at the lower secondary level has not translated into increased enrolment at the higher secondary level”. (*Simin Mahmud, July, 2003*)

The findings of different studies show that Secondary Education Stipend Program has mixed impact on the education system as well as society of Bangladesh. But, all these study related to female stipend program. There is no study I found that is conducted after introducing stipend to the poor male student. So it is difficult to mention the impact of Secondary Education Stipend Program after introducing stipend for male students.

2.6 Problems to Implement Secondary Education Stipend Programs

Beside these achievements Secondary Education Stipend Program faces some difficulties to proper implement these projects, such as manipulation of students attendance sheet and results, excessive fees collected from student by school authority, delay in fund disbursement, special interest of the SMC, weak upazila project office, limited power use by the project implementation unit, problematic disbursement etc. Projects sustainability

mostly depends on donor participation because the huge cost to operate project is merely bearable by the government solely. From the year 2009, poor male student has also included into stipend program. From that time instead of all female students, only 30 percent female students of a class are eligible for stipend. There is an assumption that the stipend provided to the male student may have negative impact on gender parity.

However, including boys does not seem to find any support from donors since the belief is strong that investments in girls education have high long-term pay-off and that government cannot afford a doubling of costs because the number of girls receiving stipends cannot be reduced to accommodate boys. *(Raynor, July, 2006)*

The other sustainability issue is whether parents can continue sending daughters to school if stipends are withdrawn. This issue has received less attention from donors, but is perhaps the underlying reason for government to push the stipend program for all. *(Simin Mahmud, July, 2003)*

The technical implementation of the project was found to have been less satisfactory, and the project experienced long delays and problems with auditing and financial management. *(Akhter)*

There are many other administrative problems are also create problem to implementing SESP. The institutional arrangements of the project are not very sound. The staff of project offices at the district level lacked training and management skills to monitor and supervise the activities in schools. Despite the detection of repeated flaws and irregularities in their functioning, the project authority could not fully prevent fake enrollments, attendance rates, and marks in the annual examinations, and they did not possess the appropriate authority to take action against non-performing project offices. The current accounting system under the project is not computerized and not supported by a comprehensive manual of policies and procedures. The reporting and monitoring system is also weak. And there is no evidence that girls are receiving a quality education that better prepares them to be participants in social, political and economic life.

Raynor and Choudhury (2006) comments that “an over emphasis on enrolment of the program fails to achieve quality of education. Female Secondary School Assistance Program may have negatively affected quality of education since increased enrolment reduces the teacher student ration and teacher classroom ratio”.

A number of schools charged arbitrary fees to their students. These may be in the form of fake students receiving stipends; Teachers or headmasters taking commissions from the students; Fees collected from students at the time of stipend disbursement such as game charges and examination fees. This type of corruption are also making problem to implement the projects.

One financial audit of World Bank found that “the percentage of overwriting in attendance registers ranged from 5 percent to 88 percent in nine of the 20 schools visited.” In a survey of 28 schools regarding reasons for not appearing at the final SSC examination of grade 10, 8 percent of girls said that their grades or attendance were falsified. The poor results at the end of grade 10 were incompatible with the reported attendance and annual scores. The financial auditors concluded that more than 60 percent of the stipend recipients did not achieve 45 percent marks in school examinations. (*World Bank, June 20, 2003*)

Most of the private secondary schools are managed by a community based School Management Committee (SMC) with broad local power over school affairs. The SMC is not answerable to the government, although government retains some control through the process of accrediting schools fulfillment of criteria for receiving allocations. However, in reality once a school is recognized by government, payment of allocation and girls’ tuition as part of the stipend program to the school generally proceeds automatically regardless of performance or community satisfaction.

Stipend Selection Committee is solely responsible and empowered to select student for stipend. Member of these committee are locally powerful. It is difficult for the project official to direct them to follow guideline to select student for stipend. The local perception is that some time the committee member uses their perception to select student rather follow the criteria.

Government started to provide stipend for boys of the poorest families. But, because of externalities, it is challenging for Government alone to help actual poorest student. Also, targeting the poor would mean that key support from the rural elite would be lost. The unexpected enlistment into the project was the mentionable cause of the misuse of resources and reduction in quality.

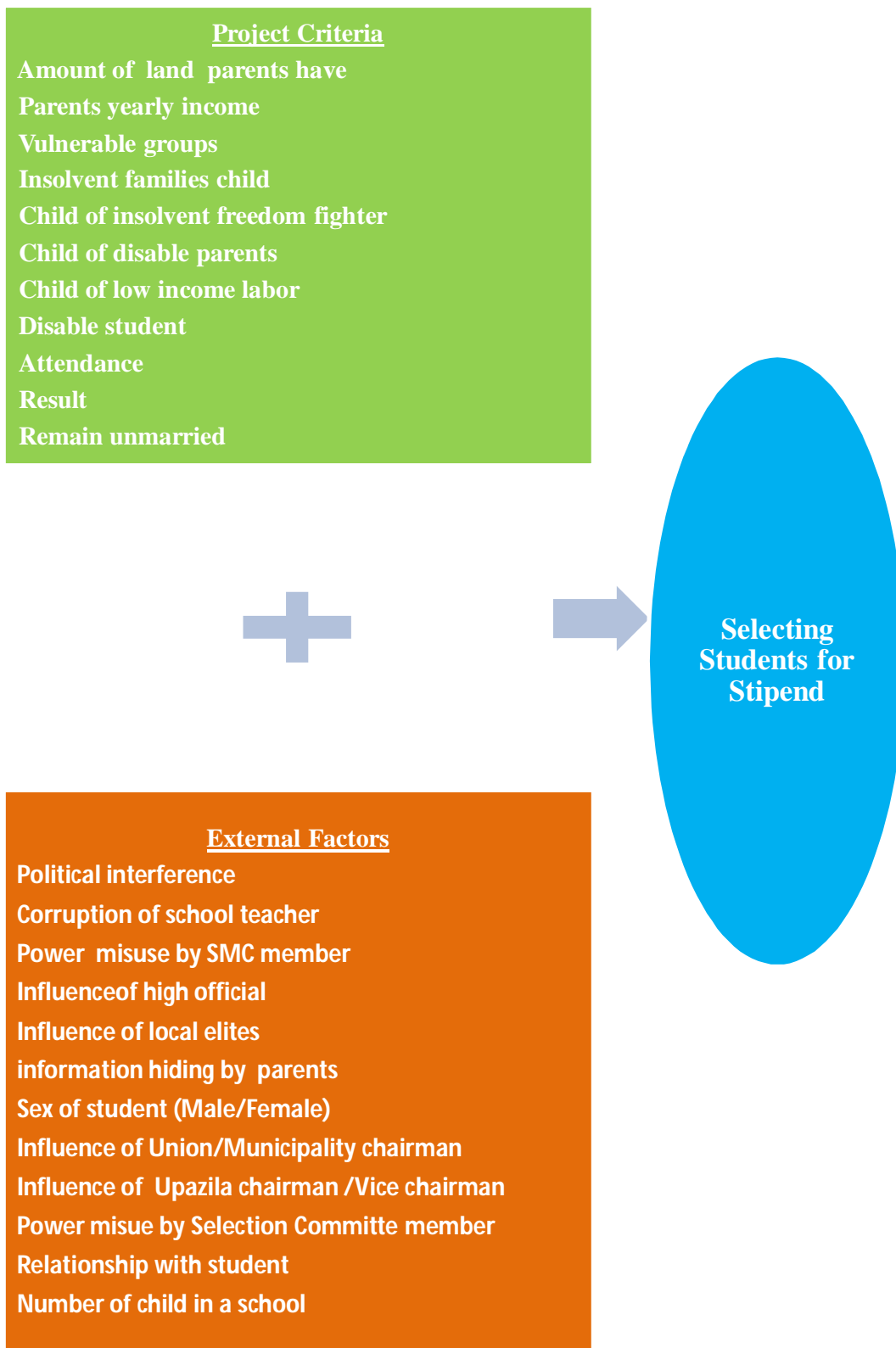
Regarding SMC, a report of World Bank argued that almost exclusively male members sometime represented special interest and the very poor parents were not represented in the committee. A Bank finance study estimated financial leakage of stipend at 30 percent.

There may be some other factors that may have negative impact to implementing Secondary Education Stipend Program. Negative influence of political leader, elected member, high official, sex biasness of society may create problem to implement these projects.

2.7 Conceptual Framework.

Selection is the process by which an institution decides who will or will not get stipend. The Stipend Operation Manual (SOM) clearly mentioned the eligibility criteria of students to receive stipend. Besides this, selection procedure depends on some selection criteria. Eligibility criteria include variables like a) Parents should have bellow 50 decimal land b) Parents yearly income should below 30,000 taka c) Child of vulnerable groups (Such as orphan) d) Child of insolvent freedom fighter e) Child of disable parents (such as deaf, dumb physically disable), who has no income ability f) Victim of river erosion/houseless and insolvent families child g) Child of low income labor (such as rickshaw puller, day labor etc.) guardian h) Chronic disable student. About 40 percent students receive stipend, among them 30 percent female students and 10 percent male. Students should a) Attend 75 percent days of the academic year, b) Secure at least 33 percent marks in their exams at grade six and seven or 40 percent / GPA 2.00 at final exam of grade eight or nine and pass test examination in grade ten and c) Remain unmarried up to SSC/ Dakhil examination to getting stipend.

However, it is believed that there are few external factors like Political interference (negative influence of local political leader); Corruption of school teacher (favor someone and getting money or benefits); Power misuse by SMC member(nepotism/ favoritism/ corruption); Power misuse by selection committee; Negative influence of high official; Negative influenced of local elites, elected member; Information hiding by parents; Sex of student(male or female); and Number of child in a school etc. have also influence on the selection process. After considering all these factor mentioned above the following conceptual framework can be sketched for this study to examine the whole selection process.



Conceptual Framework of the Selection Process of Students for Stipend

Chapter 3 Research Methodology

3.1 Research Method

The research method involve the data collection, analysis, and interpretation that researcher propose for their studies. “Research method, therefore, is a planned and systematic approach of investigation that denotes the detail framework of the unit of analysis, data gathering techniques, sampling focus and interpretation strategy and analysis plan”. (*Aminuzzaman, 1991*) According to Creswell (2003), there are three broad types of methodology to carry out any research: quantitative method, qualitative method, and mixed method. In the present study, data were collected using the quantitative method.

3.2 The Study Area

Sadar Upazila of Joypurhat district was selected for this study purposively on the basis of social and economic condition. Joypurhat is a district of the northern area of Bangladesh. Joypurhat district is socially conservative area but developed in agriculture. Cash crop (potato) cultivation enabling people to earn more money than other traditional crops. On the other hand, lots of landless people lives in Joypurhat, they are very poor. They need assistance for educating their child. Stipend assists them very much to continue their education. Agrarian economy and strong social tie-up has more opportunity of external influence. Moreover, religious conservativeness pushes its peoples to hold female child at home and provide more facilities to boys. These external factors may have some influences on selecting students for stipend. So, the selection of the study area deserves strong justification.

3.3 Source of Data

Both primary and secondary data have been used in this study. However, this research is mainly dependent on the primary data collected through the questionnaire survey method. It is considered as an effective method to seek a large sample size for quantitative data analysis. The primary data are collected from the stipend selection committee member and targeted beneficiaries’ from the study area. The data from the selection committee member and beneficiaries provide the information about the selection process.

The secondary sources are mainly used to understand the concept of stipend programs analyzing different research works done by various scholars. Moreover, the review of the literature is facilitated in chalking out the theoretical framework for this study.

The basic secondary sources of data for this study is the government operation manual of stipend program (2003). It provides the detail idea about the program objectives and implementation process. There are some other secondary sources like World Bank report, BANBEIS report, DSHE website, Bangladesh bureau of statistics report/website, previous studies, and different website's information are also used to get the background and general information about various aspects of Secondary Education Stipend Program.

3.4 Sample Design

The main objective of this study is to identify the factors that have influence to selecting students for stipend and to analyze the relationship between the factors and the overall selection process. The members of the selection committee (teacher and non-teacher) have the authority and responsibility to select students for stipend. Student who are getting stipend are the beneficiaries from this program. For these reasons it was designed to collect information from these two groups.

3.5 Quantity of Data/ Sample Size

The main respondents of this study are the member of stipend selection committee. Every school has a selection committee consisting of five members. Among these members it is very hard to make available more than three members in a day. Due to time and resource constraints the study was conducted on a limited number of school as well as selection committee member and beneficiaries. A total number of 55 selection committee members were interviewed for this study. Beside this, 40 beneficiaries were also interviewed.

3.6 Tools and Techniques of Data Collection

The required data for this research has been collected through questionnaire survey method. This study mainly depends on the primary data collected through questionnaire survey.

3.6.1 Questionnaire Development

Three categories of respondents have been considered for collecting data by the survey by using questionnaire as research instruments. As a result, three sets of questionnaire have been prepared for this study. One set is for the teacher, who are also member of stipend selection committee; second set is for the selection committee member or school management committee member who are not teacher; and another set is for the stipend recipients or beneficiaries. Questionnaires for first category of respondents contain 25 questions, where second category consists of 24 questions and third category consists of 16 questions for every respondent. Each questionnaire has got two parts: Part-A contains demographic information, and Part-B contains stipulated questions for collecting data to perform the targeted research work (selection process related information). The questionnaire includes both open-type and closed-type questions. We have used a 5 point scale in designing the questionnaire to get the responses of the respondents. And all the values we used in analyzing the data for rank and level are expressed in the mentioned 5 point scale where 1 is used for minimum and 5 for maximum and median value is 2.5.

The prepared questionnaires have been verified by academic coordinator of BIGD Dr. Md. Zohurul Islam, and tested by my fellow colleagues- Afrin khan and Md. Shoriful Islam before performing the targeted survey for collecting primary data to carry out the research work. The questionnaire has been administered under direct supervision of Professor Dr. Nazrul Islam, Dean, faculty of business studies, Eastern University.

3.7 Data Analysis

At the stage of data analysis, the researcher uses different types of statistical tests, mathematical models as well as quantitative techniques to confirm and reject his hypothesis. (*Aminuzzaman, 1991*). Data analysis is where the researcher continually reflects on collected data, thus moving deeper for understanding and representing the data, deriving an interpretation of the larger meaning of the data (*Creswell, 2003*). This study tries to accumulate relatively large quantities of data into organized forms to facilitate an easy interpretation and understanding for the readers. The obtained data has been analyzed through the quantitative method. After collecting data through Questionnaire Survey, it has categorized and analyzed by using statistical tools like SPSS, MS-Excel, Regression analysis and other arithmetic methods of data analysis available and viable. In some cases,

to present the findings of data, graphic manner were also used with the aid of charts and tabular presentation. A relationship between data and variables was established by interpreting statements. Results are presented through narrative text, simple computations logical reasoning.

3.8 Report Preparation and Presentation

Both primary and secondary data have been used in this study. The primary data are collected from targeted beneficiaries' and stipend selection committee member from the study area. The obtained data has been analyzed through the quantitative method. After getting the data collected through Questionnaire Survey that were categorized and analyzed by using statistical tools like SPSS, MS-Excel, Regression analysis and other arithmetic methods of data analysis available and viable. In some cases, to present the findings of data, graphics were used with the aid of charts and tabular presentation. These presentations are shown in chapter four.

Chapter-4 Analysis and Discussion

To fulfill the research objectives mentioned in Chapter One, data have been collected from 55 stipend selection committee member (respondent) and 40 Beneficiaries (student) of sadar Upazila, Jaypurhat. Jaypurhat sadar upazila has 52 secondary level institutions (school & madrasa). Out of them data was collected from 16 schools. The name of visited schools are Al-hera academy school & college, Pachur chauck high school, Teghor high school, shahapur high school, Khonjonpur mission girls high school, Jamalpur high school, Khonjonpur high school, Sadar thana high school, Police line academy, Durgadoho girls high school, Pathuria high school, Komorgram high school, Sundorpur high school, KG and high school, Jaypurhat bohumukhi balika uchcha biddaloy, and Bisnupur high school. This chapter present's the survey data and analyzes them and give appropriate arguments with findings. And also analyzes the influence of the criteria and factors of the stipend program.

4.1 Respondents' Particulars

There are two categories of respondents: member of the stipend selection committee and student or the beneficiaries of the stipend program. Member of the selection committee are responsible for selecting existing student. Students and their parents have the bargaining power or indirect influence to the selection process. Information collected from the student will support to verify the information of the stipend selection committee member. That is the reason for choosing this two types of respondent.

4.1.1 Demographic Information

Different particulars of the respondents, especially gender, designation, educational qualification have been considered for this study. A total of 55 selection committee member were interviewed. [Figure-4.1.1](#) presents the frequency of gender distribution of the sample where 44 male respondents and 11 female respondents. Along with this 40 students were interviewed to verify the information that was collected from the Selection Committee Member. [Figure 4.1.2](#) illustrate class of the student, 40 percent students belong to class eight, 22.5 percent belong to class nine, 17.5 belong to both class seven & ten, and rest 2.5 percent are student of class six. [Figure 4.1.3](#) demonstrates the sex of the beneficiaries among them 60 percent female and 40 percent male.

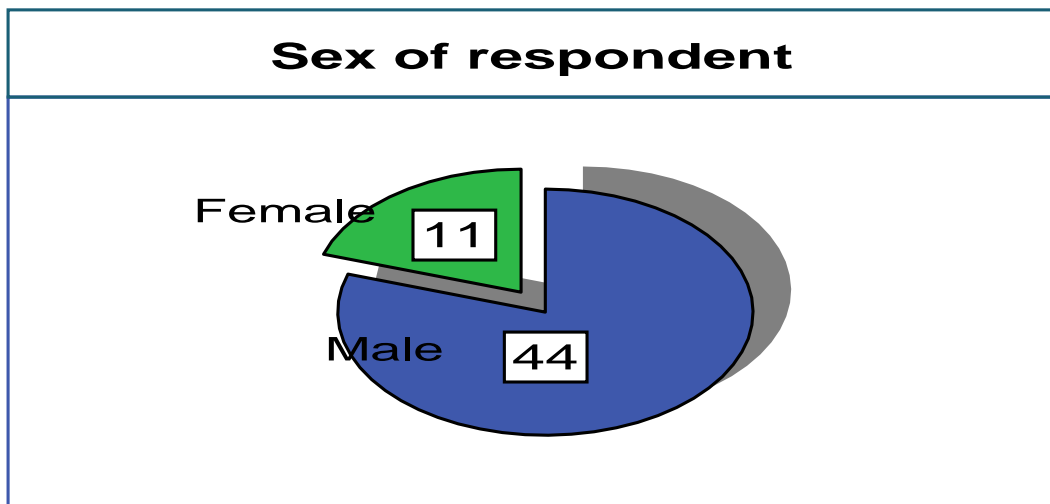


Figure: 4.1.1 Sex of the respondent

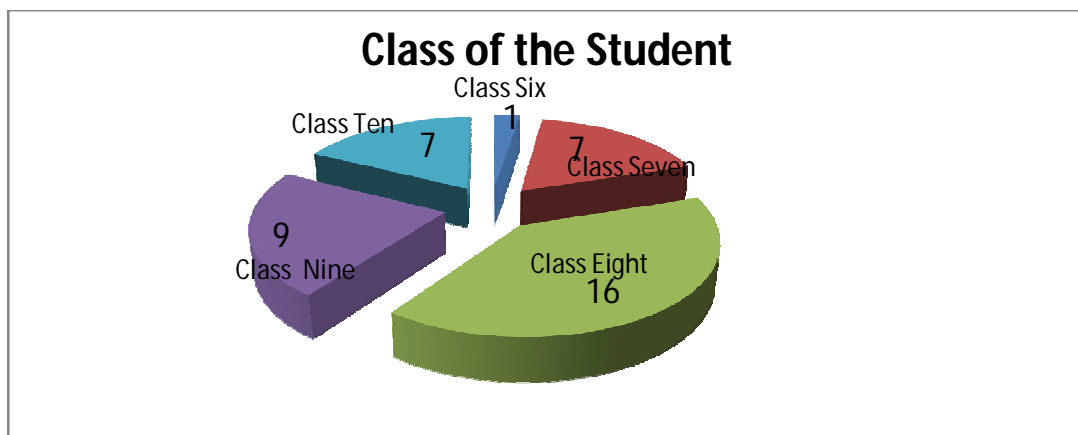


Figure 4.1.2 Class of the student

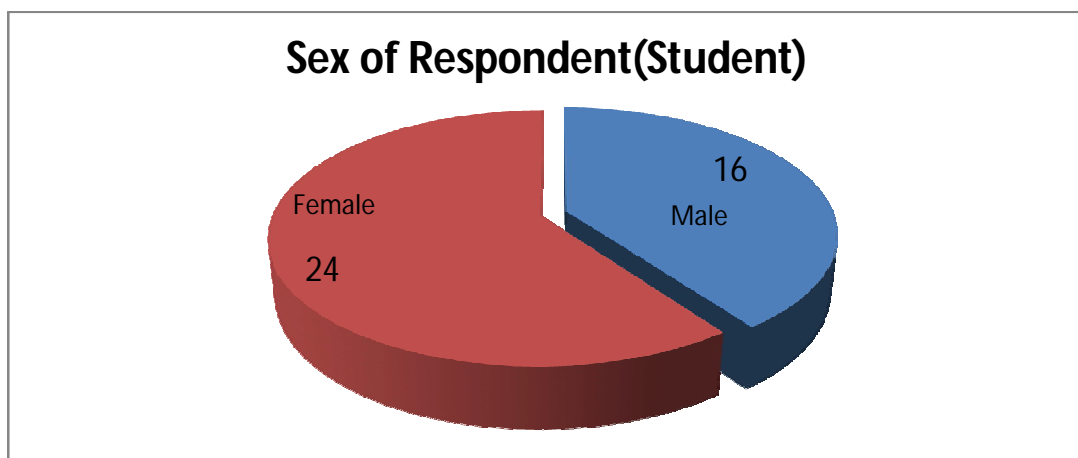


Figure 4.1.3 Sex of the respondent (Student)

4.1.2 Educational Qualification of the Respondents

Among the Selection Committee member, 40 percent have Master's degree, 31 percent have Bachelor degree, 13 percent are HSC passed, about 3 percent SSC passed and rests (about 12 percent) have below SSC level education. Most of the teachers have above Bachelor degree. Member who have below Bachelor degree, most of them are non-teacher selection committee member. (See Figure 4.1.4)

Educational Qualification of the Respondent

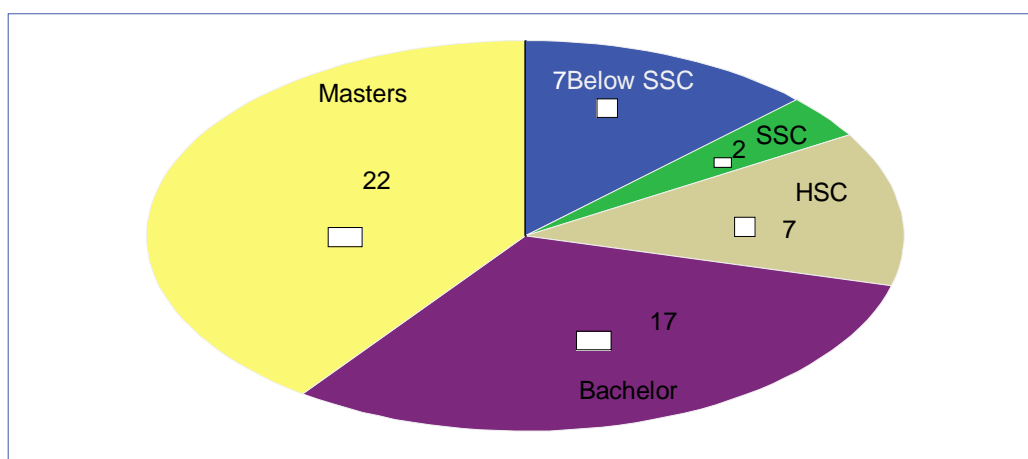


Figure: 4.1.4 Educational qualifications of the respondents

4.1.3 Parents Occupation

Agriculture is the main occupation of the stipend recipient's parents. 55 percent's occupation is agriculture, 20 percent day labor, 10 percent service holder, 5 percent small businessman and rest 10 percent are rickshaw puller, driver etc. (See figure: 4.1.5)

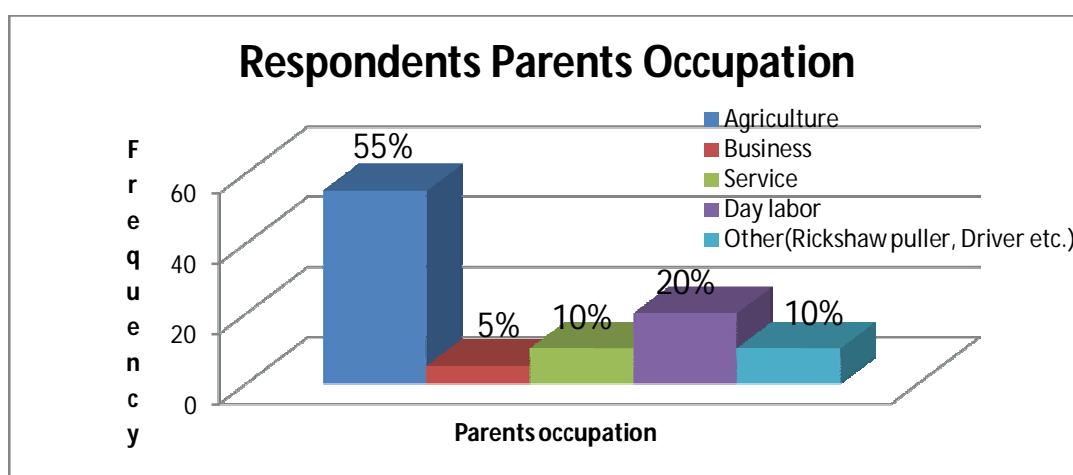


Figure: 4.1.5 Respondents parents occupation

4.2 Selection Criteria

To prepare stipend list selection committee member uses some pre fix criteria which were mentioned in stipend operation manual. Though these criteria are same for all institutions but committee member are emphasizing them differently. Figure 4.2 shows that the selection committee member put more emphasis on remain unmarried, child of insolvent freedom fighter and child of vulnerable group's criteria than emphasizes result, attendance, disable student, child of low income labor and amount of land parents have criteria. Where set little attention on parent's income and disable parent's criteria because the yearly income ceiling (30,000 taka) is very low, most of the parents have more than that ceiling and put very low importance on victims of river erosion/ houseless and insolvent families student because there is no river erosion in Joypurhat Sadar Upazila.

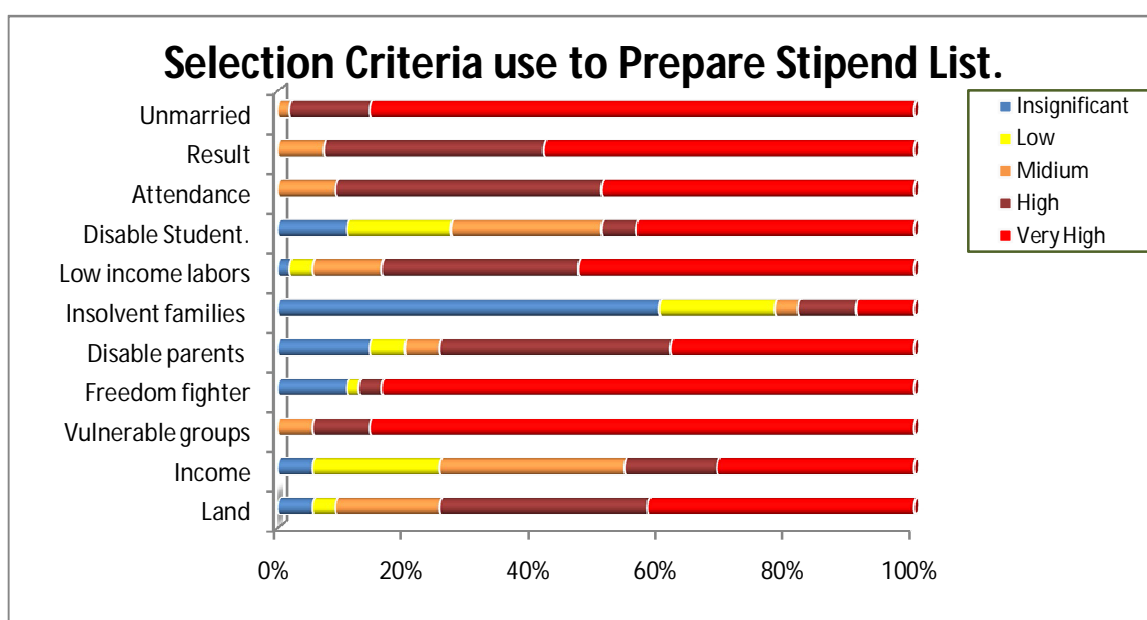


Figure 4.2 Emphasizing selection criteria

4.3 Influence of External Factors

“Number of external factor [political interference, corruption of school teacher, power misuse by SMC member, influence by high official, influence of local elites, hiding information by parents, sex of student (male/female), number of child in a school, influence of Union/Municipality chairman, influence of Upazila chairman /Vice chairman, power misused by Selection Committee member, relationship with student] badly influenced the selection process” that is the people’s perception. To verify this general perception data was collected from the field.

4.3.1 Political Interference

78.2 percent respondent response that the political interference to select student is insignificant, 18.2 percent said it has little influence where as only 1.8 percent responded as it has medium influence and another 1.8 percent reported that they faces very high pressure from political person. This information reflects that political interference to select student as whole is insignificant or very low. (See Figure 4.3.1)

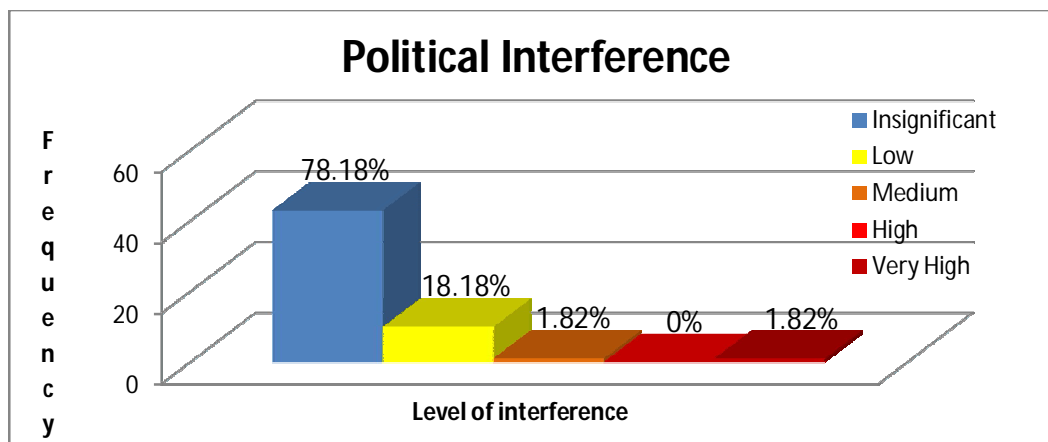


Figure 4.3.1 political influence

4.3.2 Corruption/ Partiality of School Teacher

61.8 percent respondent responded that the corruption/partiality of school teacher to select student is insignificant, 12.7 percent reported as small, 18.2 percent as medium and 7.3 percent as high. That means the partiality or corruption of school teacher as whole is nearly insignificant. (See Figure 4.3.2)

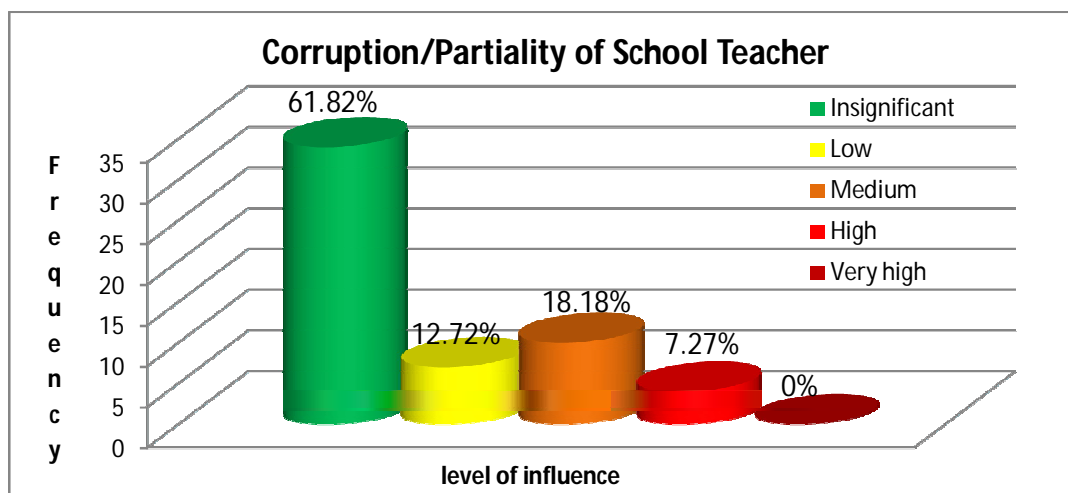


Figure 4.3.2 Corruption/partiality of school teacher

4.3.3 Power Misused by School Management Committee Member

49.1 percent respondent reported that there is no influence of this factor to select student, 23.6 percent said that it has limited influence, 14.5 percent reported as medium influence, only 9.1 and 3.6 percent reported as high and very high influence respectively. It reflected that the influence of SMC to prepare stipend list is very low. (See figure, 4.3.3)

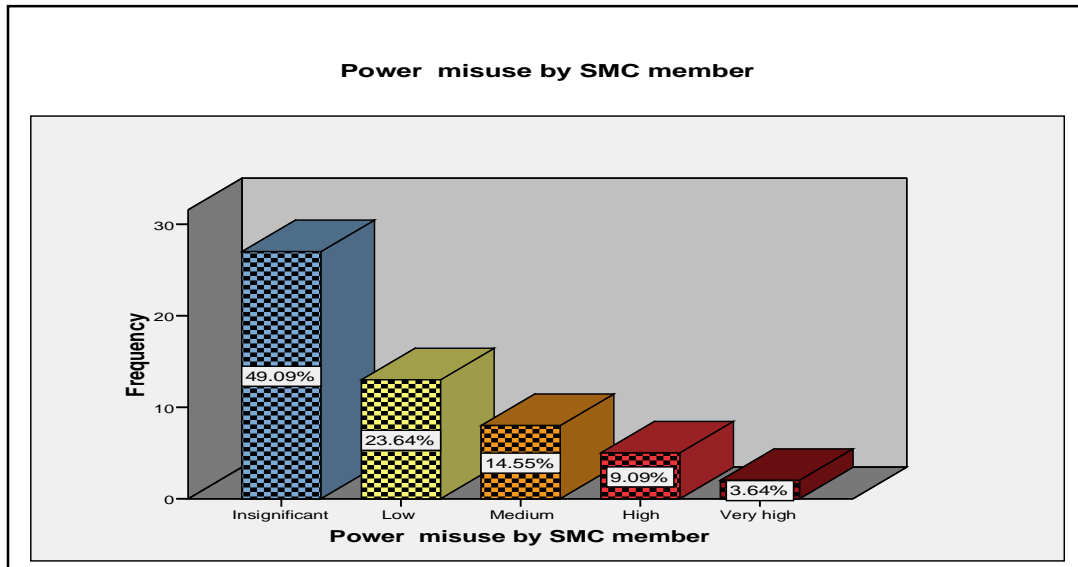


Figure 4.3.3 Power misuse by SMC member

4.3.4 Influence of High Official

From the data we find that 70.9 percent respondent expresses their opinion as “there is no or insignificant influence of high official to select student, 12.7 percent reported as a little influence, and rest of the respondent equally divided among medium, high and very high category”. (See figure, 4.3.4)

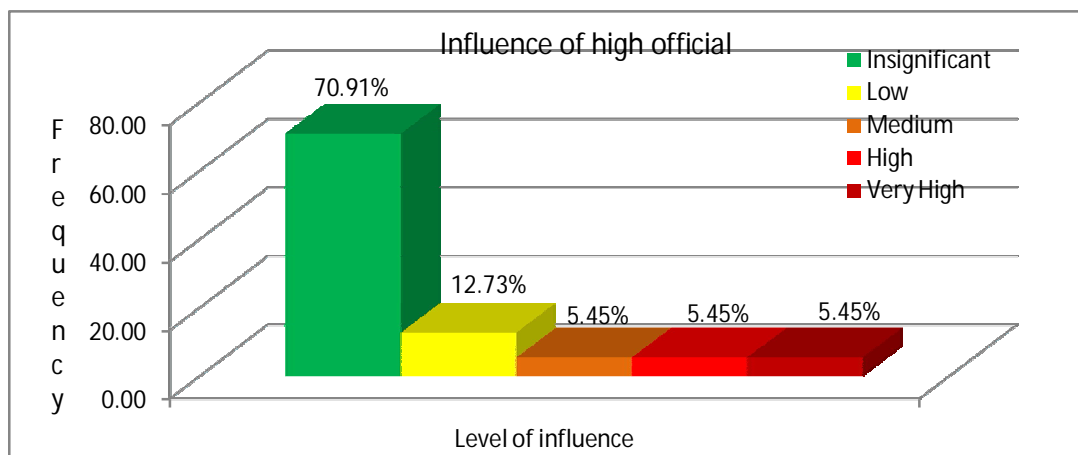


Figure 4.3.4 Influence of high official

4.3.5 Influence of Local Elites

Influence of local elites is also insignificant. 47.3 percent of the respondent opened that. 21.8 percent reported as low, 16.4 percent medium, 12.7 percent as high, and only 1.8 percent reported that it has very high influence. Only 31 percent respondent reports that the influence of local elites is more than average. (See figure, 4.3.5)

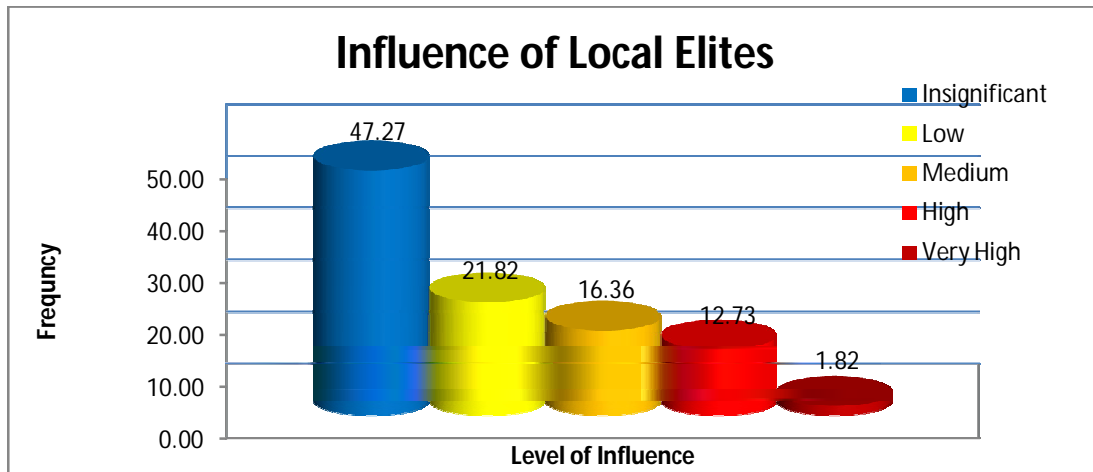


Figure 4.3.5 Influence of local elites

4.3.6 Information Hidden by Parents

Sometime parent provide some wrong information or hide some information to misleading selection committee and to receive stipend. Data revealed that 36.4 percent respondent recognized this incidence as high, 27.3 percent responded as insignificant, 20 percent responded as low, 12.7 percent as medium and only 3.6 percent as very high. It reflects that more than 50 percent respondent reported that the influence of this criterion is more than average. (See fig 4.3.6)

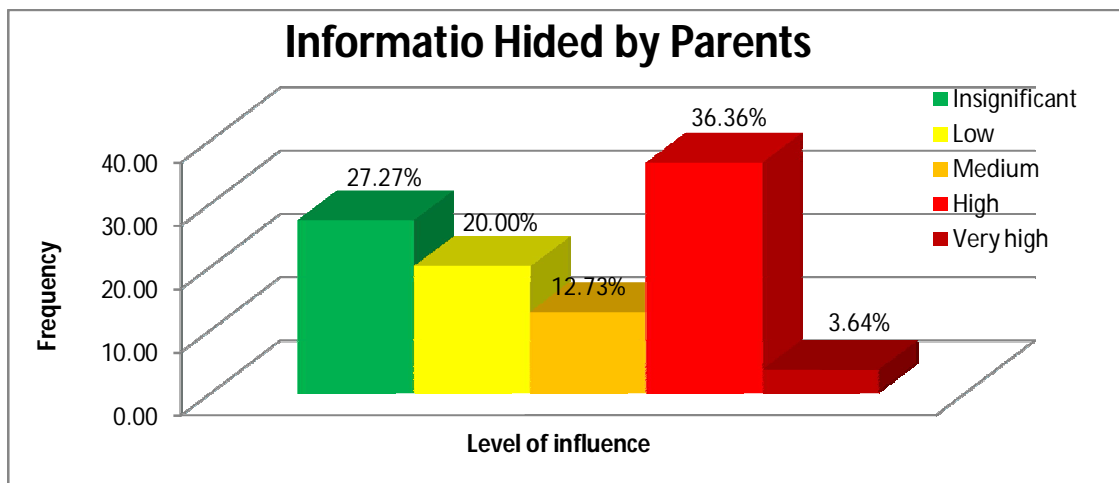


Figure: 4.3.6 Information hided by parents

4.3.7 Sex of Student (Male/Female)

Secondary Education Stipend Program started as Female Secondary Stipend Program. Now 40 percent students of a class are eligible for stipend. Among them 30 percent are female. Among the respondent 34.5 percent highly, 20 percent very highly prioritize this criteria, 14.5 percent provide medium priority, 5.5 percent low, and rest 25.5 percent respond as the influence of this criterion is insignificant. Data reflected that the Selection Committee considered the gender issue to prepare stipend list. (See figure, 4.3.7)

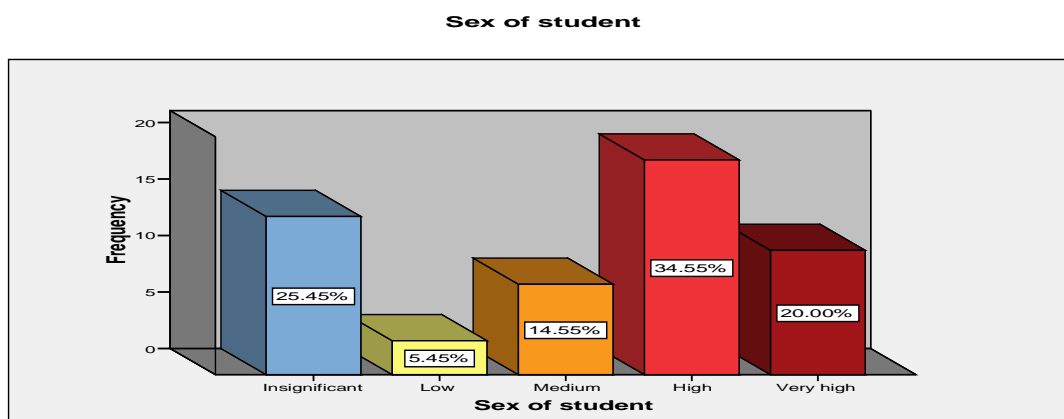


Figure: 4.3.7 Sex of Student

4.3.8 Influence of Union/ Municipality Chairman

Collected data revealed that there is no or insignificant influence of union chairman or municipality chairman to prepare stipend list. About 69 percent respondent proclaimed that the influence of UP chairman is insignificant, where 23.6 respondents scaled as low. Only 3.6 percent reported as high, and another 3.6 percent reported that it has medium influence. (See figure, 4.3.8)

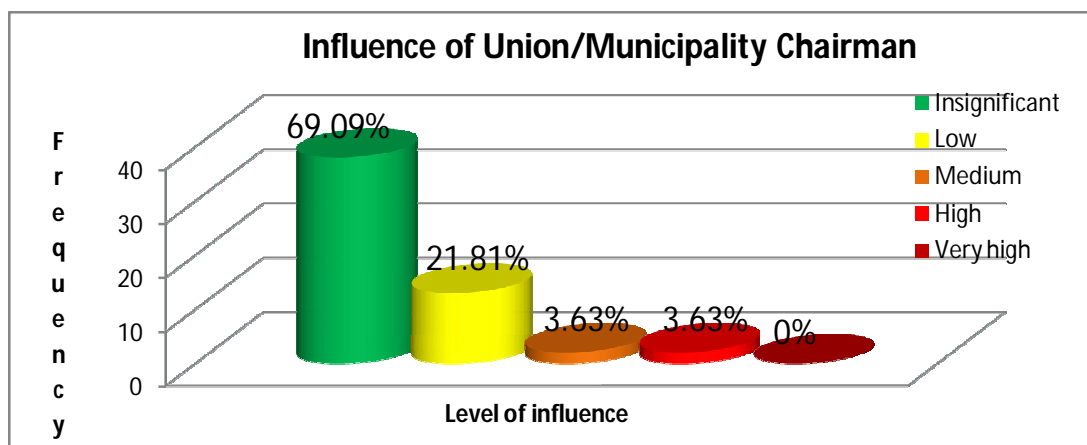


Figure: 4.3.8 Influence of Union/Municipality chairman

4.3.9 Influence of Upazila Chairman/Vice Chairman

To select to student for stipend there is no or insignificant influence of Upazila chairman or Vice chairman. About 84 percent respondent ranked this criterion as insignificant, and rest about 16 percent scaled its influence is low. No respondent marked that it has medium or high or very high influence. (See figure 4.3.9)

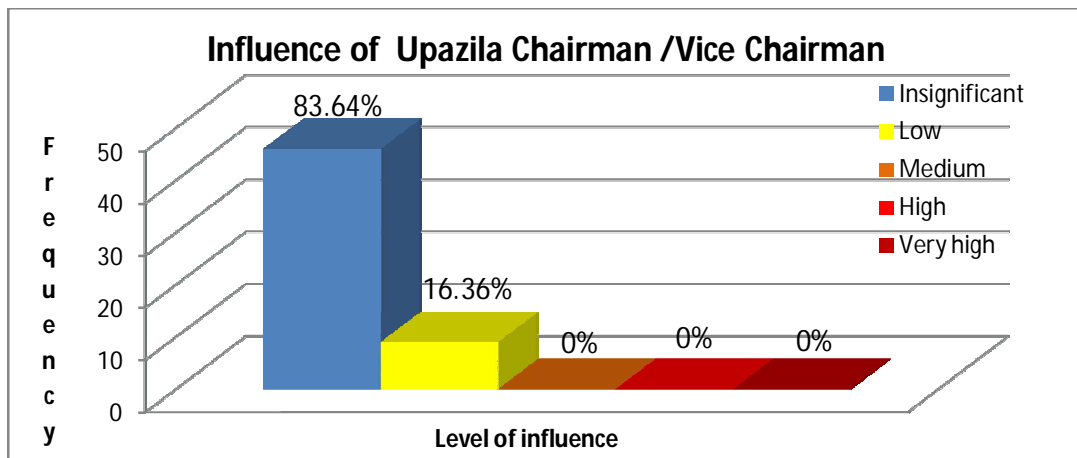


Figure: 4.3.9 Influence of Upazila chairman/Vice chairman

4.3.10 Power Misused by Selection Committee Member

Stipend Selection Committee has played a vital role to select student. Collected data shows that committee members merely misuse their power. Only 3.6 percent respondent reported that this criterion has high influence, 14.5 percent respond as medium, 18.2 percent low, and 63.6 percent reported that there is no or insignificance influence of this criteria to select student. So it can be said that the influence of this criterion is insignificant. (See Figure 4.3.10)

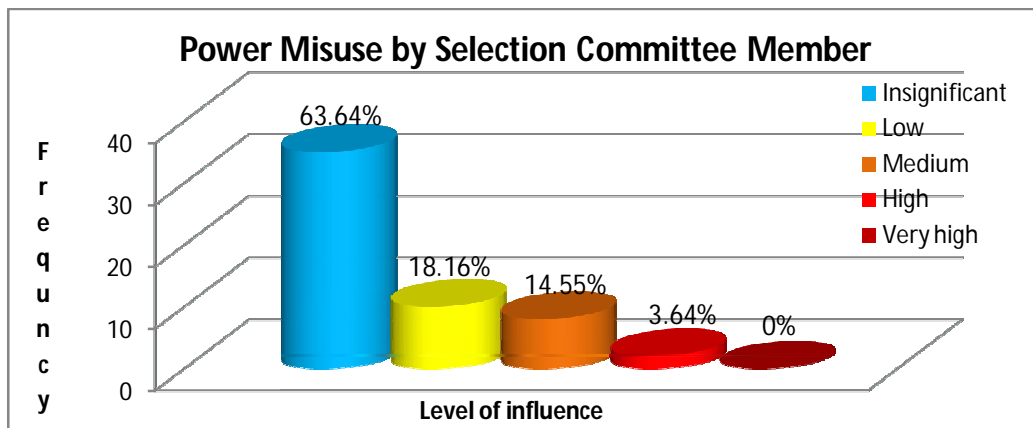


Figure: 4.3.10 Power misuse by Selection Committee Member

4.3.11 Relationship with Student

Some student of the school may be close relative of the teacher or selection committee member. Collected data revealed that this relationship has minimum influence to select student. 47.27 percent respondent responded that influence is insignificant, 30.91 percent responded as low, 7.27 percent as medium, only 3.64 percent as high and rest 10.91 percent responded as very high influence. (See Figure 4.3.11)

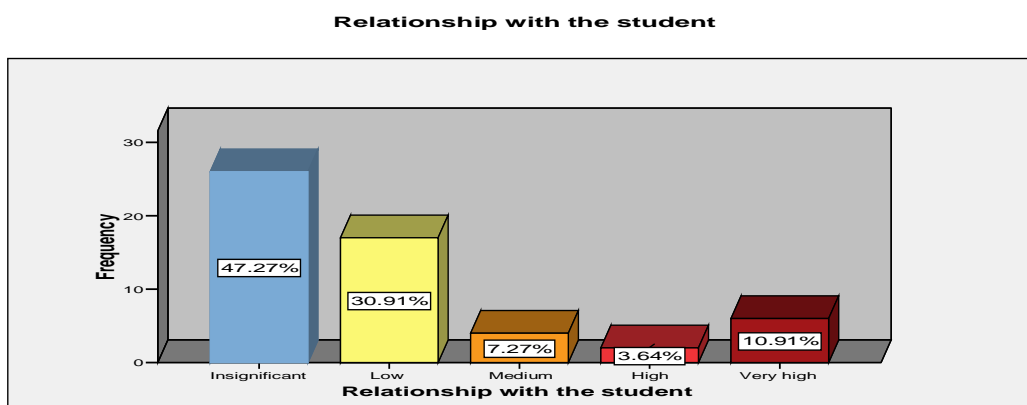


Figure: 4.3.11 Relationship with student.

4.3.12 Number of Children in a School

If two or more brother or sister studied in a school than teacher and selection committee member give priority to them. In this situation teacher or selection committee member tried to offer some incentives to one of them. 27.27 percent respondent responded that the influence of this criterion is very high, whereas 34.55 responded as high, 23.64 percent as medium, and 10.91 percent as low. Only 3.64 percent respondent reported that the influence of this criterion is insignificant. So we can say that the influence of this criterion is significant. (See Figure 4.3.12)

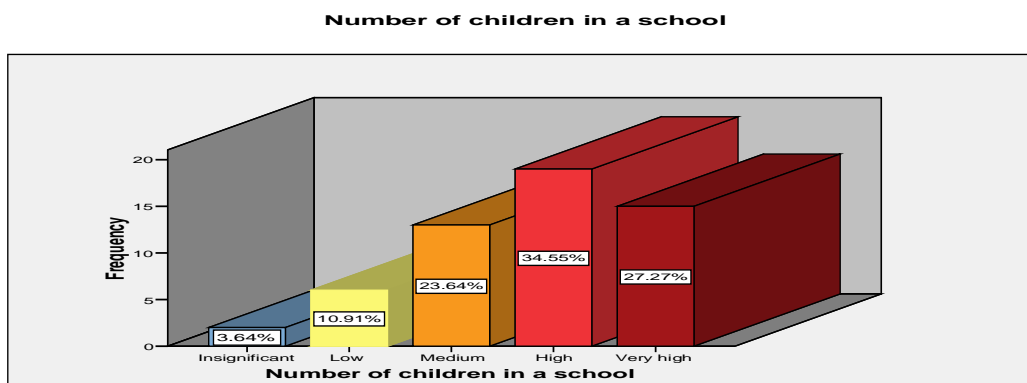


Figure: 4.3.12 Number of children in a school.

4.4 Cross Checking Respondent's Information

To cross check the data collected from selection committee member, we incorporated some questions in the questionnaire that are related to the selection procedure. These data may support or deny the data that are collected from the selection committee member.

4.4.1 Parents Land

To select students for stipend, selection committee member put priority to this criterion. About 40 percent respondents prioritized this criterion very high and 30 percent prioritized as high. Selection committee member verified parent's financial position by asking them or by asking their neighbors and ranking them according their financial position to prepare stipend list. To check this information a question was asked to stipend recipient students, "how many agricultural do your fathers have?" 47.50 percent students reported that their parents have no land and 25.45 percent has less than 50 decimals agricultural land. Only 2.50% reported that their parents have 50 decimals land. And 2.50% have more than 50 decimals land. And rest 12.50 percent said that they don't know how many land their parents have. This information supported selection committee member's data. (See figure 4.4.1)

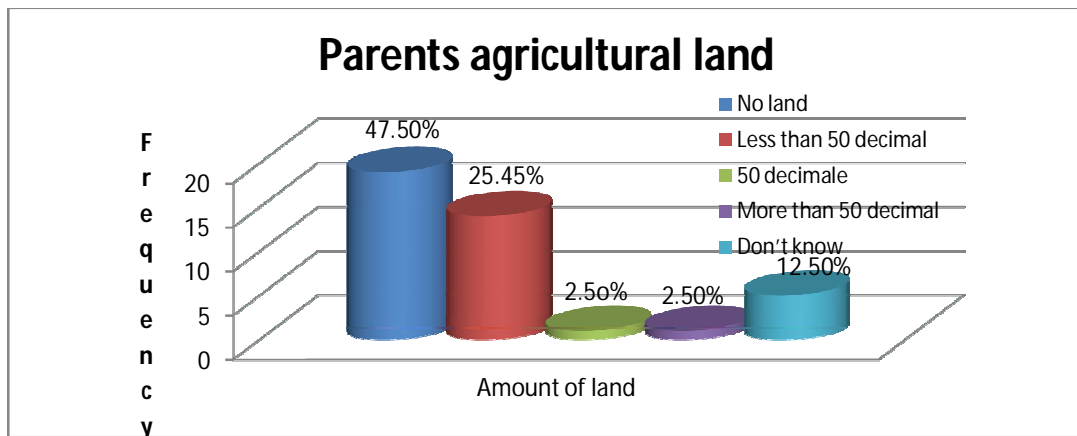


Figure: 4.4.1 Parents agricultural land

4.4.2 Parents Yearly Income

To select student, selection committee member are emphasizing this criterion moderately. 30.90 respondents emphasize this criterion very highly, 14.54 percent highly, 29 percent moderately. Where 20 percent put low priority and 5.45 percent lay very low priority on this criterion. To check this information a question was asked to stipend recipient students,

“How much do your father earn in a month (we converted into year)?” 25 percent student said that their parents earn less than 30,000 taka, 17.5 percents fathers earn 30, 000 taka, 20 percent earn more than 30, 000 taka, and rest 37.5 percent don’t know how much their father earned in a year. (See figure 4.4.2)

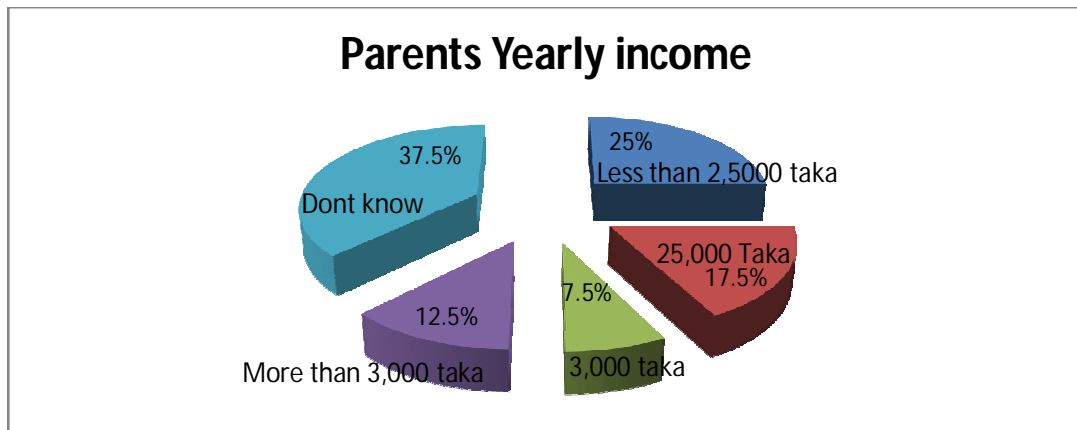


Figure: 4.4.2 Parents yearly income

Sometime relatively solvent families hid their financial position to receive stipend. When this information disclosed, what types of correctives measures has taken by the selection committee member that was a question of the questionnaire. 27.27 percent respondents reported that they cut their name from stipend list, 16.36 percent hide this information and continue stipend, 12.72 percent receive certificate from UP/Municipality chairman about parents financial position, 29.09 percent stay reluctant and continue stipend, and 14.54 percent other way manage this problem. This information reflects that most of the committee member hardly follows these (income and land) criteria strictly. (See figure 4.4.3)

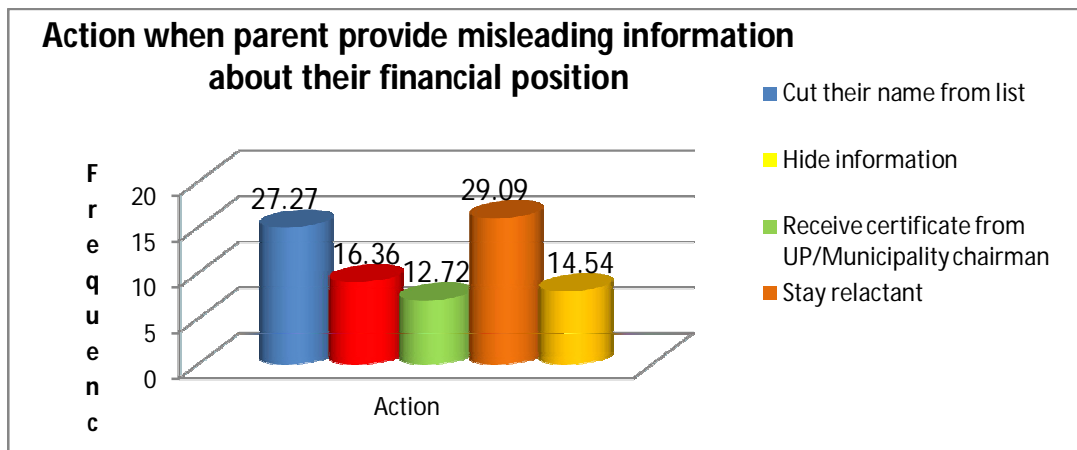


Figure: 4.4.3 Action when parent provide misleading information about their financial position

4.4.3 Students Disabilities

43.63 percent Selection committee member scaled this criterion very high, 5.45 percent high, 23.63 percent medium, 16.36 percent low and 10.90 percent very low or insignificant. But we interviewed 40 stipend recipient, all of them are physically fit. Most of the head teacher said that they have no disable student. Only two schools have disable students, they received stipend, but were absent on that specific day, when I was visited that schools. This information do not clearly shows that how the selection committee member prioritize this criterion. (See figure 4.4.4)

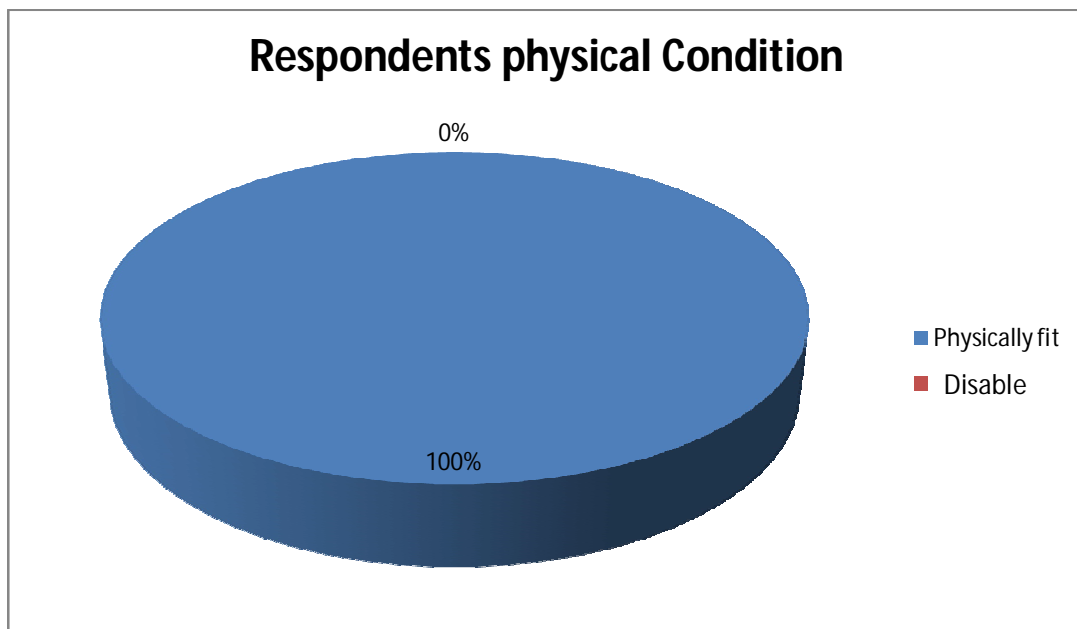


Figure: 4.4.4 Respondents physical conditions

4.4.4 Result of Student

To continue stipend students should attend all the examination and achieve at least 33 percent or 40 percent marks. About 58 percent selection committee member scaled this criterion very high, 34.54 percent ranked as high, and 7.27 percent scaled as medium. No respondent ranked this criterion as low or insignificant. Data collected from the stipend recipient student also support this. About 98 percent student have passed there examination. Only 2 percent failed. One student failed in a terminal examination but he recovered his position in the next examination. Selection committee did not cut their name

instantly; in some cases (especially in case of terminal or test examination) they provide extra chance to makeup to the student. (See figure 4.4.5)

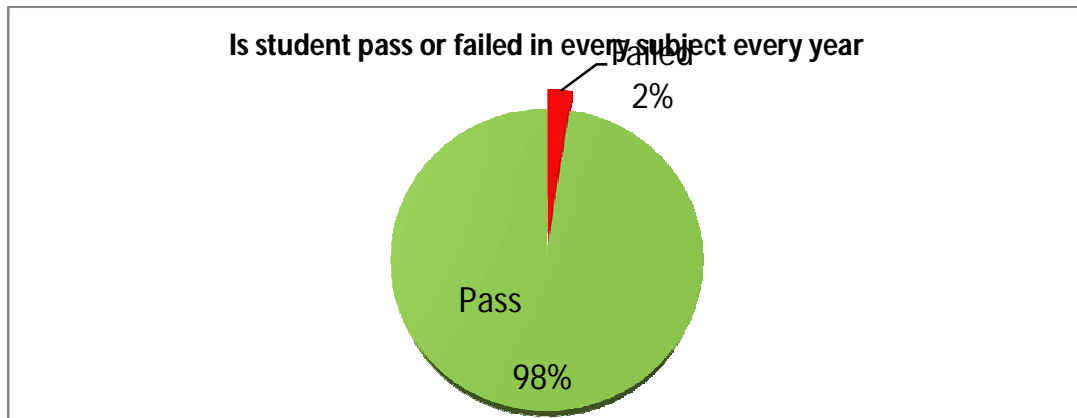


Figure: 4.4.5 Result of student.

To justify scaling of the selection committee member we incorporated a question in the questionnaire “When a student achieve less than 33% or 40 % marks, to prepare stipend list what policy do you follow? ” The answer of this question also supports the above information. About 45 percent respondent said that they cut their name from the list, about 53 percent provide extra chance, and one respondent said that in one special case they retake test examination for one student.(see figure 4.4.6)

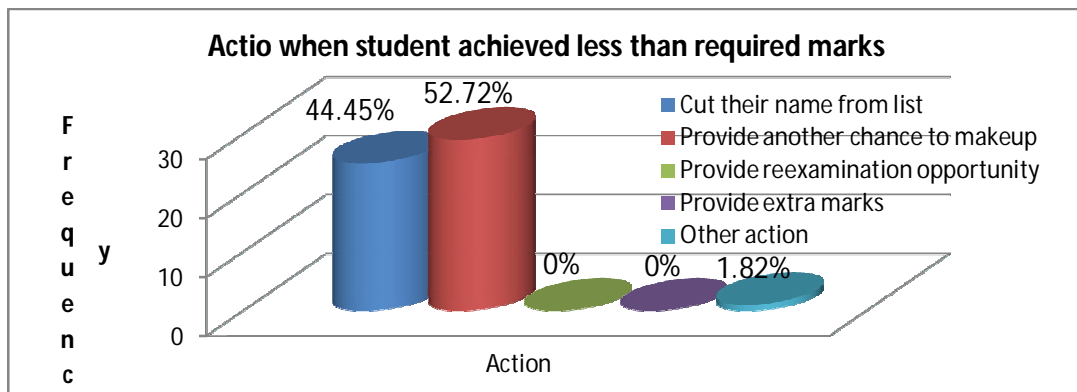


Figure: 4.4.6 Action when student achieved less than required marks

4.4.5 Attendance

To continue stipend students should attend at least 75 percent academic day in the class. About 49 percent selection committee member reported that they scaled this criterion very high, 42 percent ranked as high, and 9 percent scaled as medium. No respondent ranked

this criterion as low or insignificant. Data collected from the stipend recipient student also support this. 100 percent student attained this criterion. (See figure 4.4.7)

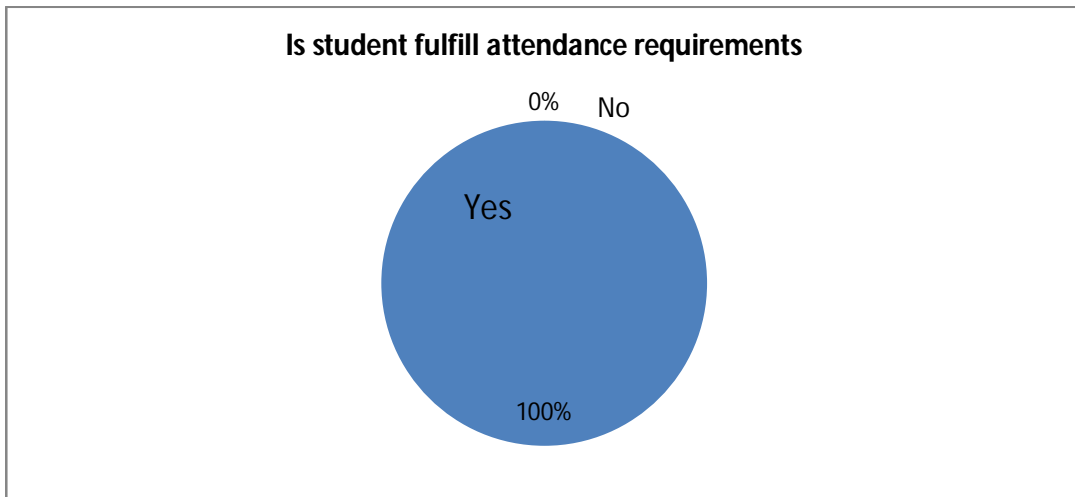


Figure: 4.4.7 Fulfillment of attendance criterion

To justify scaling of the selection committee member we incorporated a question in the questionnaire “When a student attend less than 75 % days in class, to prepare stipend list what policy do you follow? ” The answer of this question do not supports the above information. About 24 percent respondent said that they cut their name from the list, about 47 percent endow with extra chance, and 21.82 percent motivate parents and students, 7.27 percent provide extra attendance. Selection committee member said that they took precautionary measure to keep regular attendance in the class. If student failed to attain this criterion they did not cut their name instantly. Usually they make available extra chance to makeup. (See figure 4.4.8)

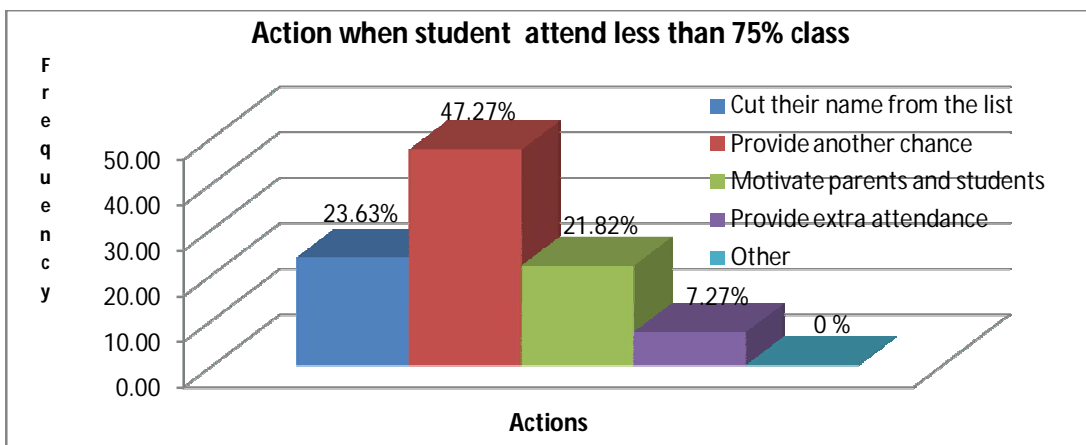


Figure: 4.4.8 Action when student missed the required attendance

4.4.6 Remain Unmarried

Student should remain unmarried, if they want to receive stipend regularly. Selection committee member follow this criterion strictly. 85.45 percent respondent highly prioritized this criterion, where 12.73 percent scaled as high and 1.82 percent ranked as medium. No respondent scaled this criterion as low or insignificant. Data collected from the stipend recipient student also support this statistics. 100 percent student attained this criterion. (See figure 4.4.9)

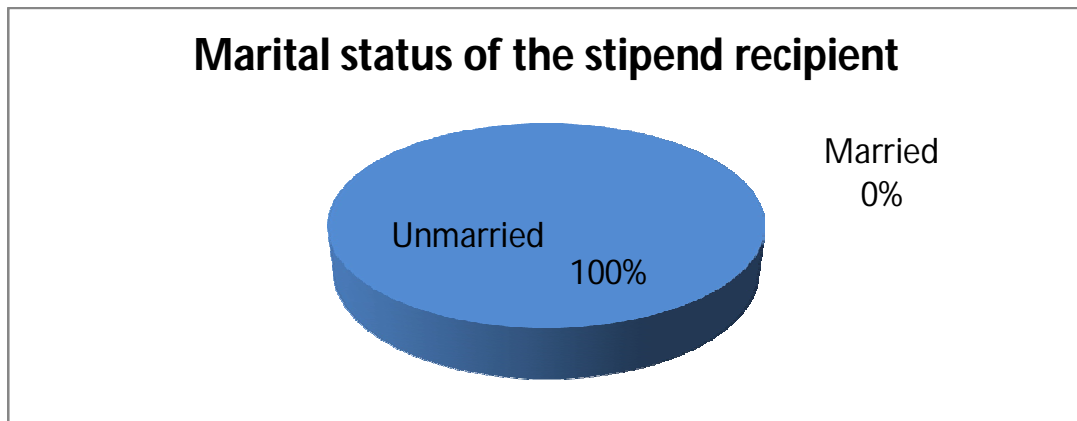


Figure: 4.4.9 Marital status of the stipend recipient

To justify scaling of the selection committee member we incorporated a question in the questionnaire "If a student got married, regarding stipend, how you solve the problem? The answer of this question also supports the above information. About 96 percent respondent said that they cut their name from the list, about 2 percent received unmarried certificate from UP/Municipality chairman, and rest 2 percent stay reluctant. Selection committee member said that they took precautionary measure to keep student unmarried. If student got married they cut their name from list. But, if a SSC student got married they stay reluctant. (See fig 4.4.10)

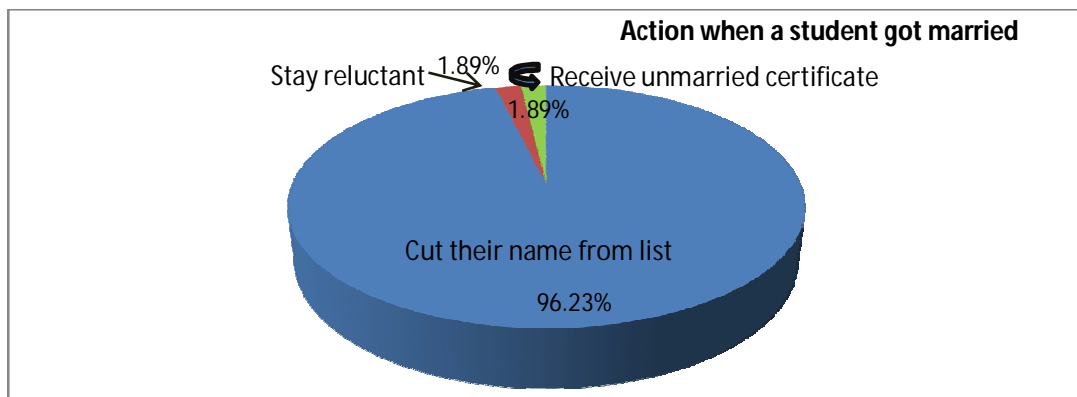


Figure: 4.4.10 Action when student got married

4.4.6 Political Interference

To justify scaling of the selection committee member we incorporated a question in the questionnaire “Do you get any request or advice from local political leader to include someone in list, if yes, what type of advice they make?” The answer of this question also supports the scaling. About 92.64 percent respondent said that the politician never put any suggestion to prepare list, about 3.64 percent respondent reported that the politician suggest to follow guideline, and only 3.64 percent said that the politician requested to include someone into list. (See figure 4.4.11)

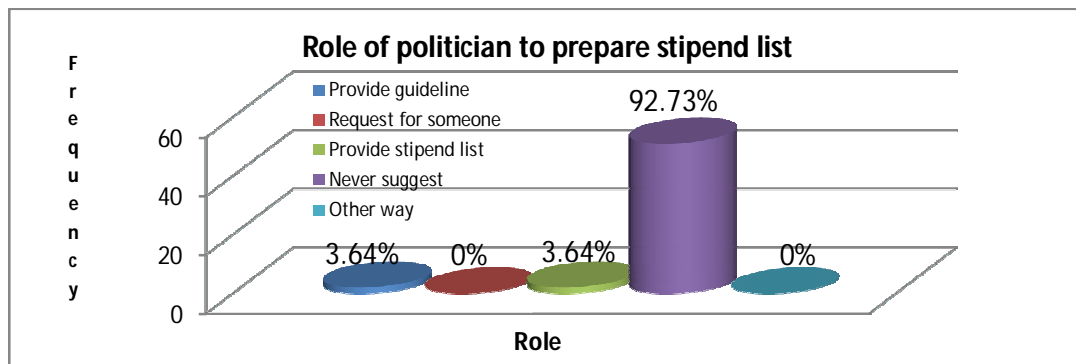


Figure: 4.4.11 Role of politician to prepare stipend list

4.4.7 Role of SMC Member to Prepare Stipend List:

From figure 4.4.12 we see that out of 55 five respondent 42 respondent helps teacher by providing information to prepare stipend list, 4 respondent do nothing to prepare stipend list, 5 provide stipend list and 3 request teacher to include someone in stipend list. This information support the data of the criterion power misuse by the SMC member that is 49 percent insignificant and 24 percent is low.

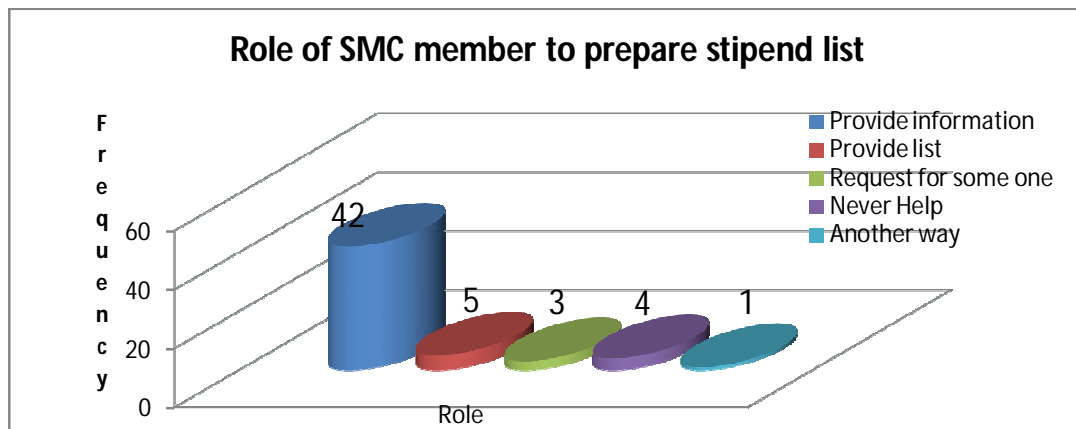


Figure: 4.4.12 Role of SMC member to prepare list

Data which was collected from the stipend recipient student shows that half of the student gets (20 out of 40) stipend accordingly. 17 student request teacher for stipend and 3 students said that their parent request teacher for stipend. No one said that they or their parent request SMC member for stipend. This information also supported that the influence of SMC member to select student for stipend is low. (See figure4.4.13)

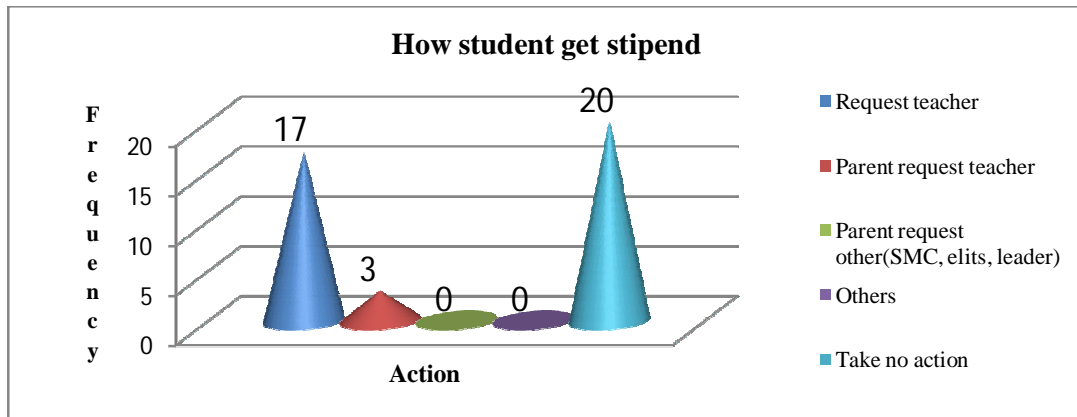


Figure: 4.4.13 How student get stipend

4.4.8 Procedure to Distribute Stipend among Male and Female

According to present rule 30 percent female student, and 10 percent male students of a class are eligible to get stipend. It is difficult to distribute stipend among male and female student. It becomes more difficult when poor student is more than the limit. Moreover, Selection Committee Member is sometime requested by the various parties. Collected data revealed that 67.27 percent Committee member do this work according to guideline. 3.64 percent respondent relies on their own judgment, and 29.09 percent select student by managing guideline, advice, suggestion. (See figure 4.4.14)

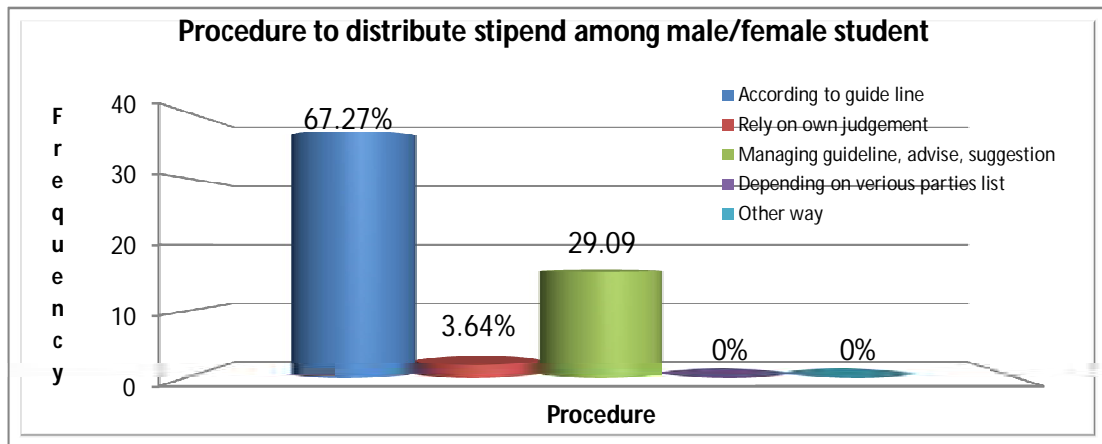


Figure: 4.4.14 Procedure to distribute stipend among male/female students

But in low income area number of poor male student is more than the limit of school. At that situation how selection committee member solve this problem. About 29 percent member did this works by following guideline, 58 percent consult with other committee member, 3.64 percent ranked them according to their financial position, 9 percent provide tuition free education to the student who did not get stipend. (See figure 4.4.15). This information reflected that selection committee member follow the guideline, they consider advice received from different parties and also try to solve poor students problem by other way. But the sex of student does not have significant negative influence on selection process.

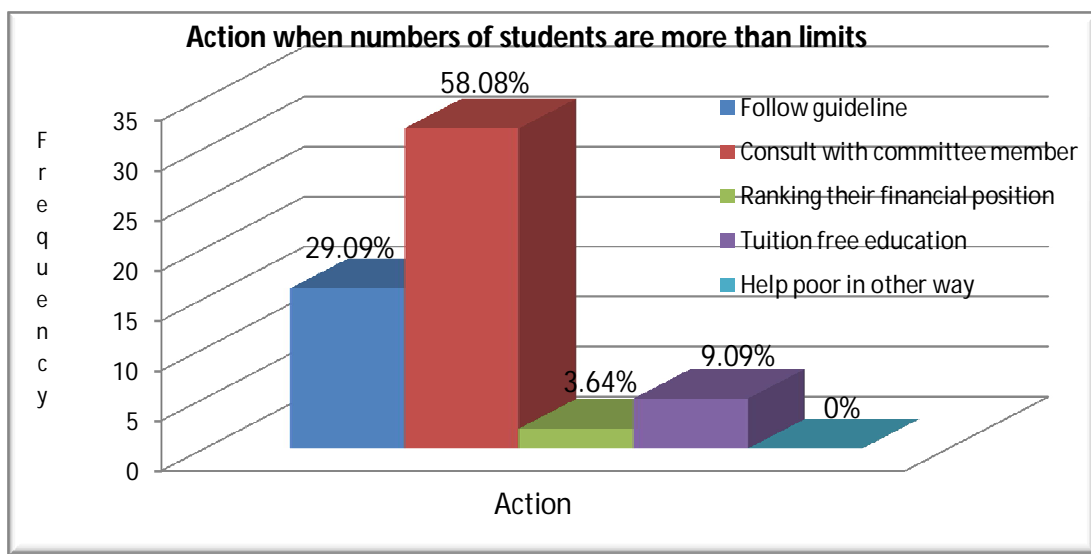


Figure: 4.4.15 Action when numbers of students are more than the limit

4.5. Response about Selection Process

By this research we want to know that the selection process of stipend recipient of SESP is easy and understandable to the selection committee members or not.

4.5.1 Selection Process is Easy and Understandable

“The process is easy and understandable” about 29 percent respondents strongly agreed with this statement. 27.27 percent agreed, and 20 percent stayed neutral. On the other side 18.18 percent disagreed and 5.45 percent strongly disagreed with this statement. (See figure 4.5.1) This information reflects that the perception of committee member about the selection process is not equal. Some school teacher of low income area opinioned that they face so many difficulties to select few student where most of the students are poor.

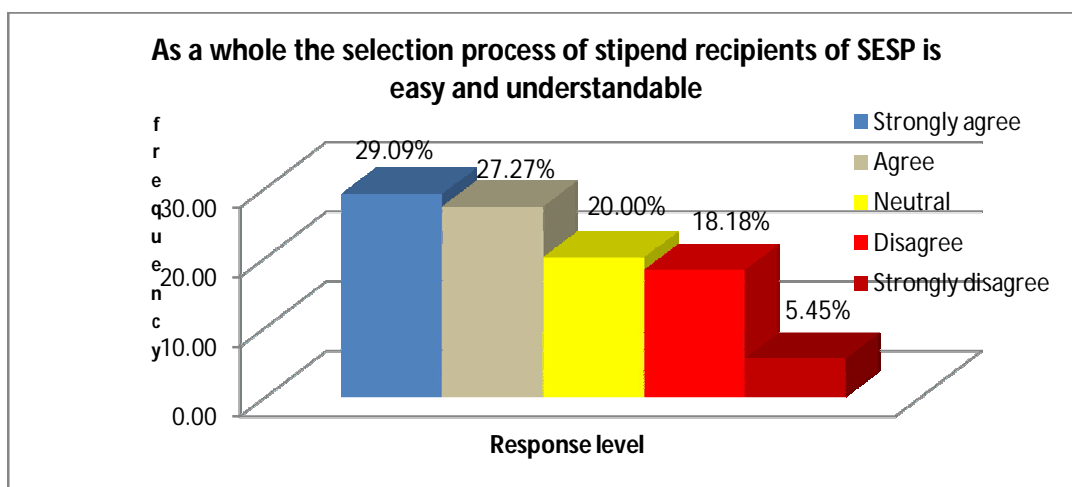


Figure: 4.5.1 Response about selection process

4.5.2 Influence of External Factors

One of the objectives of this study is to identify the influence level of external factors to select student for stipend. From many external factors we select twelve external factors and request the respondent to scale them. After that we asked them to scale as whole the impact of these factors. The scales of this criterion are very high, high, low, very low and no influence. Only 5.45 percent respondent ranked this influence as very high, 30.91 percent as high. 49.09 percent respondent said that the influence of external factors is low, 5.45 percent ranked as very low and 9.09 percent said that it has no influence. About 60 percent respondent ranked the influence of external factors is low or below the average.

(See figure: 4.5.2)

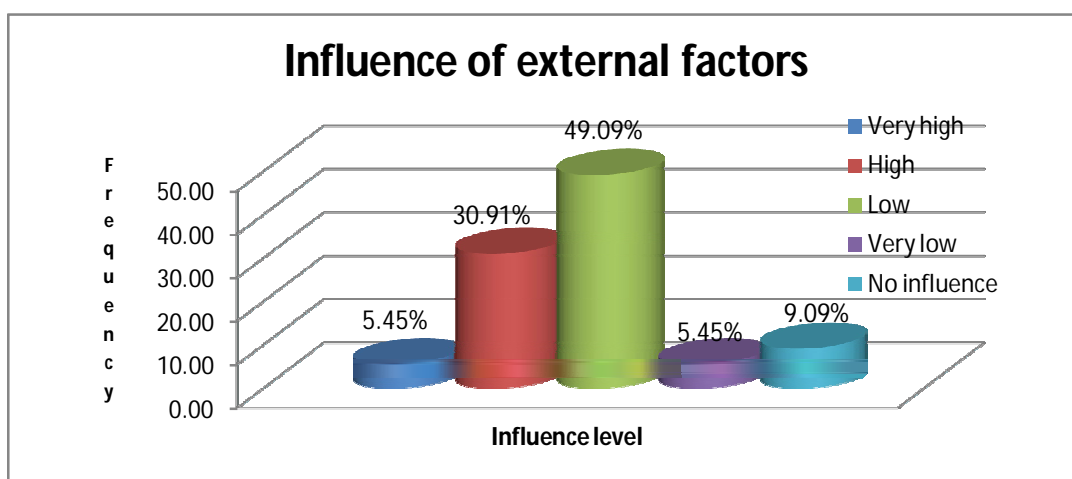


Figure: 4.5.2 Influence of external factors

4.6.1 Relationship among Selection Process and Selection Criteria

To determine the correlation among the selection process and selection criteria of Secondary Education Stipend Program we use the Pearson product-moment correlation coefficient. The following [Table-4.1](#) indicates the significant relationship among several criteria.

Table: 4.1 Relationships among Selection Process and Selection Criteria

| Variables | Selection process | Parents land | Parents yearly income | Vulnerable groups | Insolvent freedom fighter | Disable parents | Insolvent families children | Low income labors | Chronic disable Student. | Attendance | Result | Remain unmarried |
|-----------------------------|-------------------|--------------|-----------------------|-------------------|---------------------------|-----------------|-----------------------------|-------------------|--------------------------|------------|--------|------------------|
| Selection process | 1 | | | | | | | | | | | |
| Parents land | .088 | 1 | | | | | | | | | | |
| Parents yearly income | .083 | .621(**) | 1 | | | | | | | | | |
| Vulnerable groups | .023 | -.152 | -.167 | 1 | | | | | | | | |
| Insolvent freedom fighter | -.164 | -.095 | -.176 | .114 | 1 | | | | | | | |
| Disable parents | -.093 | -.176 | -.131 | .066 | .627(**) | 1 | | | | | | |
| Insolvent families children | -.114 | -.134 | -.057 | .021 | .093 | .310(*) | 1 | | | | | |
| Low income labors children | .430(**) | -.005 | .042 | -.030 | -.236 | -.220 | .062 | 1 | | | | |
| Chronic disable Student. | -.062 | -.108 | .202 | -.048 | .290(*) | .558(**) | .226 | .017 | 1 | | | |
| Attendance | .077 | .218 | .222 | .237 | -.182 | -.166 | .096 | .229 | .097 | 1 | | |
| Result | .136 | .275(*) | .108 | .201 | -.184 | -.102 | .085 | .098 | .185 | .169 | 1 | |
| Remain unmarried | .210 | .086 | .003 | .438(**) | -.025 | -.062 | .064 | .065 | .214 | .309(*) | .249 | 1 |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The above [Table-4.1](#) shows the correlation among selection process and selection criteria of SESP. The Pearson two tailed correlation coefficient was used to find out the degree of association among the variables. All respondents were asked to give opinion about the selection process and selection criteria i.e. parents has bellow 50 decimal land, parents yearly income below 30,000 taka, vulnerable groups, child of insolvent freedom fighter, child of disable parents, houseless and insolvent families child, child of low income labor, chronic disable student, required attendance, result and remain unmarried up to SSC/

Dakhil examination are eligible for stipend. The pattern of result revealed that parents land, yearly income, children of vulnerable groups, low income labors child, attendance, result, and remain unmarried are positively related to selection process. Where children of insolvent freedom fighter, disable parent, insolvent families, and chronic disable student are negatively correlated. Relation with selection process and children of low income labor, parents land and yearly income, children of disable parents and children of insolvent freedom fighter, children of disable parents and insolvent families student, result and parents land, attendance and remain unmarried up to SSC are significant.

4.6.2 Relationship among Influence of External Factors and Influence Level

The main objective of this study is to measure influence level of external factors to select student for stipend. For this purpose we choose some external factors like; political interference, corruption of school teacher, power misuse by SMC member, influence by high official, influence by local elites, information hiding by parents, sex of student (male/female), influence of Union/Municipality chairman, influence of Upazila chairman /Vice chairman, power misuse by Selection Committee member, relationship with student, number of child in a school. We use the Pearson two tailed correlation coefficient to measure the degree of relationship. Table-4.2 indicates the significant relationship among influence of external factors and influence level and among the factors.

Table: 4.2 Relationships among Influence of External Factors and Level of Influence
Correlations

| Factors | Influence of external factors | Political interference | Corruption/partiality of school teacher | Power misuse by SMC member | Influence of high official | Influence of local elites | Information hiding by parents | Sex of student | Influence of Union chairman | Influence of Upazila chairman /Vice chairman | Power misuse by Selection committee member | Relationship with the student | Number of children in a school |
|--|-------------------------------|------------------------|---|----------------------------|----------------------------|---------------------------|-------------------------------|----------------|-----------------------------|--|--|-------------------------------|--------------------------------|
| Influence of external factors | 1 | | | | | | | | | | | | |
| Political interference | .340 (*) | 1 | | | | | | | | | | | |
| Corruption/partiality of school teacher | .091 | .124 | 1 | | | | | | | | | | |
| Power misuse by SMC member | .253 | .160 | .585 (**) | 1 | | | | | | | | | |
| Influence of high official | .243 | .096 | .423 (**) | .272 (*) | 1 | | | | | | | | |
| Influence of local elites | .364 (**) | .304 (*) | .253 | .539 (**) | .124 | 1 | | | | | | | |
| Information hiding by parents | .241 | .430 (**) | .140 | .340 (*) | .091 | .353 (**) | 1 | | | | | | |
| Sex of student | .346 (**) | .147 | .354 (**) | .455 (**) | .447 (**) | .183 | .462 (**) | 1 | | | | | |
| Influence of Union chairman | .145 | .195 | .389 (**) | .481 (**) | .211 | .326 (*) | .269 (*) | .283 (*) | 1 | | | | |
| Influence of Upazila chairman /Vice chairman | .245 | .462 (**) | .324 (*) | .277 (*) | .488 (**) | .344 (*) | .255 | .245 | .487 (**) | 1 | | | |
| Power misuse by Selection committee member | .183 | .114 | .529 (**) | .615 (**) | .277 (*) | .513 (**) | .384 (**) | .343 (*) | .591 (**) | .440 (**) | 1 | | |
| Relationship with the student | .424 (**) | .393 (**) | .462 (**) | .354 (**) | .488 (**) | .319 (*) | .194 | .409 (**) | .231 | .228 | .243 | 1 | |
| Number of children in a school | .465 (**) | .237 | .172 | .379 (**) | .187 | .364 (**) | .422 (**) | .450 (**) | .312 (*) | .253 | .352 (**) | .245 | 1 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The above [Table-4.2](#) shows the correlation among the influence of external factors and level of influence. It also shows the relationship among the factors. All the factors are positively related with the influence level. Among them the level of influence are significantly related with influence of local elites, sex of student, relationship with student, and number of student in a school. Beside this Influence of local elites is significantly related with power misuse by SMC member; information hiding by parents is significantly related with political interference, and influence of by local elites; sex of student has positive relationship with corruption/ partiality by teacher; power misuse by SMC

member, influence of high official, and hiding information by parents; relationship with student is significantly related with political interference, corruption/partiality of school teacher, power misuse by SMC member, influence of high official, and sex of student; number of student has significant relationship with power misuse by SMC member, influence of local elites, hiding information by parents, sex of student, and power misuse by selection committee member; influence of SMC member has significant relationship with corruption/partiality of school teacher; influence of high official is significantly correlated with corruption/partiality of school teacher; power misuse by selection committee member is significantly related with corruption/partiality of school teacher, power misuse by SMC member, influence of local elites, hiding information by parents, influence of union chairman, influence of upazila chairman vice chairman. Data table shows that the influence level and influence of external factor are in same direction.

4.6.3 Relationship among Selection Process and External Factors

It was assumed that “ the number of external factors (political interference, corruption of school teacher, power misuse by SMC member, influence by high official, influence by local elites, information hided by parents, sex of student (male/female), influence of Union/Municipality chairman, influence of Upazila chairman /Vice chairman, power misuse by Selection Committee member, relationship with student, number of child in a school etc.) has influence on selecting students for stipend and there are internal relationships among some factors.” To verify this statement Pearson two tailed correlation coefficient are used to measure the degree of relationship among selection process and influence of external factors.

Table: 4.3 Relationships among Selection Process and Influence of External Factors.**Correlations**

| Factors | Selection process is easy and understandable | Political interference | Corruption/partiality of school teacher | Power misuse by SMC member | Influence of high official | Influence of local elites | Information hiding by parents | Sex of student | Influence of Union chairman | Influence of Upazila chairman /Vice chairman | Power misused by Selection committee member | Relationship with the student | Number of children in a school |
|--|--|------------------------|---|----------------------------|----------------------------|---------------------------|-------------------------------|----------------|-----------------------------|--|---|-------------------------------|--------------------------------|
| Selection process is easy and understandable | 1 | | | | | | | | | | | | |
| Political interference | .022 | 1 | | | | | | | | | | | |
| Corruption/partiality of school teacher | -.133 | .124 | 1 | | | | | | | | | | |
| Power misuse by SMC member | .017 | .160 | .585 (**) | 1 | | | | | | | | | |
| Influence by high official | -.024 | .096 | .423 (**) | .272 (*) | 1 | | | | | | | | |
| Influence by local elites | -.064 | .304 (*) | .253 | .539 (**) | .124 | 1 | | | | | | | |
| Hiding information by parents | -.018 | .430 (**) | .140 | .340 (*) | .091 | .353 (**) | 1 | | | | | | |
| Sex of student | .046 | .147 | .354 (**) | .455 (**) | .447 (**) | .183 | .462 (**) | 1 | | | | | |
| Influence of Union chairman | -.081 | .195 | .389 (**) | .481 (**) | .211 | .326 (*) | .269 (*) | .283 (*) | 1 | | | | |
| Influence of Upazila chairman /Vice chairman | .003 | .462 (**) | .324 (*) | .277 (*) | .488 (**) | .344 (*) | .255 | .245 | .487 (**) | 1 | | | |
| Power misuse by Selection committee member | -.186 | .114 | .529 (**) | .615 (**) | .277 (*) | .513 (**) | .384 (**) | .343 (*) | .591 (**) | .440 (**) | 1 | | |
| Relationship with the student | -.125 | .393 (**) | .462 (**) | .354 (**) | .488 (**) | .319 (*) | .194 | .409 (**) | .231 | .228 | .243 | 1 | |
| Number of children in a school | -.122 | .237 | .172 | .379 (**) | .187 | .364 (**) | .422 (**) | .450 (**) | .312 (*) | .253 | .352 (**) | .245 | 1 |

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 shows there is no significant relationship among selection process and influence of external factors. Though political interference, sex of student, influence of upazila chairman and vice chairman are positively correlated with selection process but this correlation is not significant. Relationships of other external factors with selection process are negative. But some factors are significantly correlated with each other.

4.6.4 Significant Influence of External Factors

To measure significance level of influence of external factors descriptive analysis are used. The following Table-4.4 indicates the significance of influence level.

Table: 4.4 Significance Level of Influence of External Factors

Descriptive Statistics and Test Statistics of External Factors

| Factors | N | Minimum | Maximum | Mean | Std. Deviation | Chi-Square | d.f | Asymp. Sig. | F | t |
|---|----|---------|---------|------|----------------|------------|-----|-------------|-------|--------|
| Political interference | 55 | 1 | 5 | 1.29 | .685 | 86.891 | 3 | .000 | 2.105 | .791 |
| Corruption/partiality of school teacher | 55 | 1 | 4 | 1.71 | 1.012 | 41.073 | 3 | .000 | 3.713 | -1.161 |
| Power misuse by SMC member | 55 | 1 | 5 | 1.95 | 1.161 | 35.091 | 4 | .000 | 8.075 | .137 |
| Influence by high official | 55 | 1 | 5 | 1.62 | 1.163 | 90.182 | 4 | .000 | 1.895 | .160 |
| Influence by local elites | 55 | 1 | 5 | 2.00 | 1.155 | 31.455 | 4 | .000 | 7.383 | 1.034 |
| Hiding information by parents | 55 | 1 | 5 | 2.69 | 1.318 | 17.636 | 4 | .001 | 5.604 | -.660 |
| Sex of student | 55 | 1 | 5 | 3.18 | 1.492 | 13.273 | 4 | .010 | 6.818 | .856 |
| Influence of Union chairman | 55 | 1 | 4 | 1.42 | .738 | 62.891 | 3 | .000 | 2.577 | -.471 |
| Influence of Upazila chairman / Vice chairman | 55 | 1 | 2 | 1.16 | .373 | 24.891 | 1 | .000 | 1.795 | .287 |
| Power misuse by Selection committee member | 55 | 1 | 4 | 1.58 | .875 | 46.309 | 3 | .000 | 5.988 | -.011 |
| Relationship with the student | 55 | 1 | 5 | 2.00 | 1.305 | 37.818 | 4 | .000 | 3.939 | 1.562 |
| Number of children in a school | 55 | 1 | 5 | 3.71 | 1.100 | 17.273 | 4 | .002 | 7.028 | 2.124 |

Among the selected factors a few factor's influence is significant; most of the factor's influence is low or insignificant. Influence of power misuse by SMC member, influence of local elites, sex of student, number of student in a school is significant; information hiding by parents, and power misuse by selection committee members influence is 99 percent significant. Mean value of hiding information by parents, sex of students, and number of student in a school is more than average. Upazila chairman/ Vice chairman have least influence to select student for stipend. This information indicates that most of the external

factor which we choose for this study has no or insignificant influence to select student for stipend. Two factors (Number of children in a school and Sex of the student) have relatively significant influence. But these two factors are not too negative to project objectives. Only information hid by parents may have negative impact on the success of projects.

4.7 Discussion

From the above-mentioned findings of this study, it can be mentioned here that the selection process of Secondary Education Stipend Program is mostly impartial, because except few cases students are selected according to selection criteria. Most of the external factors, which we consider for this study, have no mentionable impact on selection process. About 56.36 percent committee member are satisfied with this selection process. Rests are dissatisfied because they said that in the poorest area, it is difficult to select few students, where most of the students are poor. This dissatisfaction is not actually for selection process. Selection Committee Member does not emphasizing selection criteria equally. They use their self judgment/perception to put weight on the selection criteria. To fulfill quota some time they provide stipend to relatively rich student (whose parents has more than 30,000 taka yearly income). Most of the respondent of this study are proposed to increase/update the ceiling of parents yearly income (presently 30,000 taka), because most of the parents earn more than that level. This limit was fixed some years ago, and by this time people's income and expenditure level are goes up. In present condition low income area and moderately high income area are equally treated. Child of same income level parents did not gate stipend in low income area where moderately high income area they gets. That's why selection committee member propose to revise this criterion, where ceiling of the yearly income should be updated, and every school should have the opportunity to provide stipend to same financial level students, not same percentage of student of a class.

A number of Selection Committee /School Management Committee members are not well-educated (about 28 percent have bellow bachelor degree). SMC member mostly came from solvent family. This information is similar to previous World Bank report; they argued that the very poor parents were not represented in the committee. Parents of stipend recipients are mostly engaged in agriculture. A number of parents are day labor or rickshaw puller or driver. This information indicates that the children of poor parents are

selected for stipend. Jaypurhat sadar upazila is basically agro-based area and for that reason most of the poor people are low earning agricultural labor.

Negative pressure from politician is mostly insignificant. Except few cases there is no evidence of corruption or partiality of school teacher. Negative influence of School Management Committee to select student for stipend is not mentionable, less than 25 percent respondent reported that this influence is medium or more. Stipend selection process is mostly free from high official's influence. Some time local elites use their influential power to select some student for stipend. Some time parent hid their financial position/income level to get stipend i.e. parent try to get stipend by proving themselves poor. It's indicates that the student selection process for stipend is generally free from the negative pressure of politician, local elite and high official.

Selection committee member provide priority to female student more than the rule provide them. Local elected member generally does not use their power negatively to select student or they do not concern/aware about this process. Collected data shows that selection committee member generally exercises their power impartially. But if two poor student of a family studied in a school, committee selects at least one for stipend. In most of the cases head teacher/teacher are requested by the poor student to include them in stipend list. A number of student reported that they requested teacher for stipend. Teacher and selection committee member judged their parents financial position and select them. It shows that the selection committee member (teacher and non-teacher) uses their own judgment and perception in addition to the selection criteria to select student.

In some cases committee member (teacher) inflated attendance (47.27 percent provide extra chance instead of cut their name from stipend list) and result (52.72 percent provide extra chance instead of cut their name from stipend list) to eligible student for stipend. Selection committee strictly follows the unmarried criteria but sometime ignore it, especially for SSC examinee female student. The similar observation also found by the World Bank audit team.

Our collected data shows that the school collects fees in regular basis (examination fees before examination and other fees at the time of enrolment). They do not collect fees after disburse stipend, which was indicated in previous World Bank report. However, no research is found to be compared with the findings of the present study on influence of external factors to select student for stipend.

Chapter-5 Conclusion and Recommendation

Education is the best cost-effective means for increasing human capital, reducing poverty and achieving sustainable economic growth. Education stimulates and empowers people to participate in their own development. But in Bangladesh literacy rate is low and density of population is high. Low education rate is preventing the population from participating fully in development processes and inadequate to achieve sustainable economic growth of the country. Considering the importance of education, Government of Bangladesh is committed to enhance the quality of education and also to create opportunity for higher education. One of good initiatives by the government to enhance literacy rate is SESP. But the result of this project mostly depends on proper management. Fair selection for stipend is a vital part of good management.

Positive Impact on Literacy Rate: The objective of the study is to describing the Secondary Education Stipend Program and its recipients. Within the limitation we describe the program briefly. As a whole the program is successful. It brings positive impact on the secondary level education especially on female secondary education of this country. Increasing literacy rate is the sign of development. Literacy rate have positive relationship with income level and standard of living.

Limited Influence of External Factors on Selection Process: The specific objective of the study are to identify the factors that has influence to selecting students for stipend, to analyze the relationship between the factors that affects the selection process of SESP and the overall performance and to give some suggestions for successful implementation of the stipend program. In this study we assumed that there are some external factors that influence the selection process, and there are internal relationships among some factors. Here we discuss the selection criteria and other criteria set by the project authority. These are the main factors that affect the selection process. But the external factors which we choose for this study mostly do not have any influence on the selection process. Number of child and Sex of the student, these two factors have relatively significant influence on the selection process. But these two factors are not too negative to project objectives. In one sense this anomalies increase female and poor family's presence in school. It also reduces the dropout rate. Only information hided by parents may have negative impact on

the success of projects. Most of the selection criteria have positive relationship with the performance of the program. Some factors are positively correlated with the other factors.

False Statement to Use Quota Facilities: Our collected data shows that the attitude of the school teacher has not been changed. They inflated students result and attendance like the World Bank report of 2003(10.8% student said that their result and grade were falsified). To fulfill the stipend quota they get from the authority, the selection committee partially depends on this unfair means. These types of weak point are existed in the selection process. But overall selection process is good. Selection committee member uses the selection criteria fairly. Project authority should take initiatives to minimize this limitation for better management.

Inappropriate Criteria: Most of the parents have more than 30,000 taka yearly income. That's why selection committee member put less emphasis on this criterion. Low income area and moderately high income area are equally treated. Child of same income level parents did not get stipend in low income area where moderately high income area they receives. Because every school has the opportunity to provide stipend to 40 percent student, they ranked student according to parent's financial position. This criterion should be revised, ceiling of the yearly income should be updated so that every school should have the opportunity to provide stipend to same financial level student, not same percentage of student of a class. It will be better if the project can accommodate to bring all poor students under its stipend umbrella.

The result of the study indicates that the influence of the external factor's on selection process is low. And the selection process of stipend is easy and understandable to most of the committee member. Even though, it is not easy and understandable to all members. But, for better performance it should be easy and understandable to the entire committee member.

Recommendation:

On the basis of above-mentioned findings, the following recommendations can be made for better performance of the project which will create equal opportunity for poor student and that will increase literacy level of the country:

- 1) **Some Criteria should be Updated:** Parents income ceiling should be increase from 30000 taka, because, most of the parents have more than that level of income. A day labor can earn 200 to 250 taka per day, and on an average 5,000 taka per month. In this way s/he can earn 60,000 taka per year. More over the minimum wage of a garment worker is more that that level. It is difficult for a parent to manage educational expenses of their child by earning forty or fifty thousand takas in a year.
- 2) **Some Criteria should be Revised:** Stipend should be distributed on the basis of parent's income level. That means income level should be ultimate criteria, so that the child of same income level parent's can get stipend. In present system low income area and moderately high income area are equally treated. Child of same income level parents did not get stipend in low income area where moderately high income area they gets. Because every school has the opportunity to provide stipend to 40 percent student, they ranking student according to parent's financial position. Females are still lack behind in our country. To be equal, female student should get more facilities.

School Management Committee and Stipend Selection Committee should be formed by the representative of all income level parents. It will protect the interest of the poor community.
- 3) **Strong Management:** Stipend Selection Committee should strictly follow the selection criteria. Authority should monitor this and motivate the committee member to follow the criteria properly. If necessary authority should provide them training. Authority should help the committee member when they face the external pressure. Project authority should deploy sufficient school inspector to monitor school properly. School monitoring and academic research should bring under the revenue budget.
- 4) **Minimize External Pressure:** Our study found that some external factors have influence on selection process (number of children in a school and Sex of the student). This influence should be minimized. If more than one child read in a school and if they fulfill the criteria, these students should get stipend (not one of two rather both).

In fine, it may now be said that if the recommendations stated above are implemented, we can expect an educated nation for fulfillment of different development goals of the country.

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Appendix

| Factors | Types | Sum of Squares | df | Mean Square | F | Sig. | Std. Dev. | Skewness | Kurtosis |
|---|----------------|----------------|----|-------------|-------|------|-----------|----------|----------|
| Political interference | Between Groups | 3.652 | 4 | .913 | 2.105 | .094 | .685 | 3.498 | 15.674 |
| | Within Groups | 21.693 | 50 | .434 | | | | | |
| | Total | 25.345 | 54 | | | | | | |
| Corruption/ partiality of school teacher | Between Groups | 12.674 | 4 | 3.168 | 3.713 | .010 | 1.012 | 1.012 | -.286 |
| | Within Groups | 42.672 | 50 | .853 | | | | | |
| | Total | 55.345 | 54 | | | | | | |
| Power misuse by SMC member | Between Groups | 28.585 | 4 | 7.146 | 8.075 | .000 | 1.161 | 1.161 | .178 |
| | Within Groups | 44.251 | 50 | .885 | | | | | |
| | Total | 72.836 | 54 | | | | | | |
| Influence by high official | Between Groups | 9.609 | 4 | 2.402 | 1.895 | .126 | 1.163 | 1.163 | 2.556 |
| | Within Groups | 63.373 | 50 | 1.267 | | | | | |
| | Total | 72.982 | 54 | | | | | | |
| Influence by local elites | Between Groups | 26.735 | 4 | 6.684 | 7.383 | .000 | 1.155 | 1.155 | -.520 |
| | Within Groups | 45.265 | 50 | .905 | | | | | |
| | Total | 72.000 | 54 | | | | | | |
| Information hidden by parents | Between Groups | 29.019 | 4 | 7.255 | 5.604 | .001 | 1.318 | 1.318 | -1.521 |
| | Within Groups | 64.726 | 50 | 1.295 | | | | | |
| | Total | 93.745 | 54 | | | | | | |

| | | | | | | | | | |
|---|----------------|---------|----|--------|-------|------|-------|-------|--------|
| Sex of student | Between Groups | 42.417 | 4 | 10.604 | 6.818 | .000 | 1.492 | 1.492 | -1.286 |
| | Within Groups | 77.765 | 50 | 1.555 | | | | | |
| | Total | 120.182 | 54 | | | | | | |
| Influence of Union chairman | Between Groups | 5.022 | 4 | 1.255 | 2.577 | .049 | .738 | .738 | 4.099 |
| | Within Groups | 24.360 | 50 | .487 | | | | | |
| | Total | 29.382 | 54 | | | | | | |
| Influence of Upazila chairman /Vice chairman | Between Groups | .945 | 4 | .236 | 1.795 | .145 | .373 | .373 | 1.551 |
| | Within Groups | 6.582 | 50 | .132 | | | | | |
| | Total | 7.527 | 54 | | | | | | |
| Power misuse by Selection committee member | Between Groups | 13.402 | 4 | 3.351 | 5.988 | .001 | .875 | .875 | .528 |
| | Within Groups | 27.979 | 50 | .560 | | | | | |
| | Total | 41.382 | 54 | | | | | | |
| Relationship with the student | Between Groups | 22.043 | 4 | 5.511 | 3.939 | .007 | 1.305 | 1.305 | .733 |
| | Within Groups | 69.957 | 50 | 1.399 | | | | | |
| | Total | 92.000 | 54 | | | | | | |
| Number of children in a school | Between Groups | 23.516 | 4 | 5.879 | 7.028 | .000 | 1.100 | 1.100 | -.291 |
| | Within Groups | 41.829 | 50 | .837 | | | | | |
| | Total | 65.345 | 54 | | | | | | |